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ABSTRACT

The learning program described is primarily for adults working at entry-level clerical jobs who do not have the language arts, problem solving, or interpersonal skills they need for advancement. The program is suitable for adult continuing education courses, inservice training by business, and educational advancement courses sponsored by community organizations. Information on the development, purposes, implementation, content, and organization of the program is included. An outline chart presents the major clerical tasks divided into entry-level and intermediate level, together with skills and knowledge needed to perform them. This data serves as the framework for developing the curriculum. Three sections of the guide contain goals, learning objectives, performance objectives, learning activities, and instructional materials for the following: the task approach (establishes the relationship between task analysis, job competency, and educational advancement), areas of academic knowledge (problem solving, listening and speaking, writing, reading/vocabulary), and career and education guidance (experimental section outlining a series of career development workshops). The final section, task-based learning materials, contains teacher, tutor, and student materials for 13 sequenced clerical tasks. A 15-item bibliography concludes the guide. (Author/MS)

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LANGUAGE ARTS, BUSINESS COMMUNICATION
AND CAREER PLANNING

- ... a curriculum designed to develop the skills and knowledge needed for advancement in business
- ... a program to meet the needs of women, primarily Black and Hispanic, employed in entry-level clerical jobs

U. S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
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FOREWORD

The National Council of Negro Women, in 1970, launched a Center for Career Advancement in Business and Communication Skills. The purpose of this New York based pilot program: to extend after-work educational opportunities to low-skilled clerical employees, primarily minority group women, working in entry-level jobs in large corporations and organizations. Employed as messengers, receptionists or routine office clerks, some with minimal typing duties, many of these young women lack the education, the skill and the knowledge of the world of business which they need in order to advance.

This experimental program racked up an impressive record. More than two thirds of its 400 participants were promoted into higher skilled and better paying jobs. Many of the graduates are still studying in more advanced business and college courses.

As a result of this program, NCNW became convinced of the need for a new curriculum to meet the needs of this particular group. Working jointly with business and adult educators, NCNW undertook a research project, "Building New Career Ladders in Clerical Occupations," funded from 1973 to 1975 by the U. S. Office of Education under Section 309 (b) of the Adult Education Act. Its purposes were to tackle the two main factors holding back entry-level workers: 1) inadequate schooling and skills on the part of the employee; and 2) outmoded and unrealistic job structures, promotional systems and job training programs on the part of the employer.

Through the tool of task analysis, NCNW investigators and researchers studied a large number of clerical jobs at all levels and separated out the specific tasks involved. An innovative teaching program was developed pinpointing what a person needs to know and must be able to do to perform each task successfully. This meant working closely for two years with more than 25 major corporations (banks, financial institutions, utilities, insurance companies and large corporations in New York City) to spell out clerical jobs in new, realistic ways and to create innovative teaching materials and

curricula. Business cooperated significantly in recruitment of students and volunteer tutors, as well as in general program support.

The process involved observation, discussion with personnel people, use of company job descriptions and analyses, as well as the testing of these against the experiences and perceptions of the employees themselves. It is through this process of study and analysis that the realistic foundation for the instructional program has been established.

Although the curriculum guide and instructional materials have been tested in the Center for Career Advancement programs for some five years, they should still be considered as distinctly experimental. And the publication itself, since it represents the first effort to put down on paper the working material of these programs, should be viewed as a "work in progress."

For Whom Is the Curriculum Designed?

The learning program described on the following pages is primarily for adults who are working at entry-level clerical jobs and who do not have the language arts, problem solving or interpersonal skills they need to advance to higher level jobs.

The primary target population is entry-level clerical workers having minimal office skills and scoring below 8th grade level on the TABE Reading and/or Language sections. More broadly, the target is the total population of undereducated clerical workers without prospects for advancement, women and men alike. During the two-year test period, minority women predominated among corporation employees recruited for after-work career advancement training. Although men were encouraged to participate and occasionally did, the clerical field in New York City is still primarily female, and the lower levels have a high percentage of Black and Hispanic women.

Although the curriculum does in fact serve the needs of male as well as female clerical workers, this curriculum guide refers when necessary to students as "she." This is our linguistic shorthand for "she/he" and "her/him." It's not that we are sexist or exclusionary -- but simply that we choose to avoid clumsy and

repetitious writing.

The program described here is suitable for adult continuing education courses conducted by public schools or community colleges; for in-service training by business; and for educational advancement courses sponsored by community organizations. Actually, since the cooperation of all three groups -- educational institutions, business and the community -- are important to the success of the program, innovative sponsors will develop techniques for involving all of them.

The National Council of Negro Women is continuing to develop and sponsor programs for minority women who want to advance in business careers. We will, therefore, be available for further advice and assistance to any group or organization interested in establishing a program similar to that described here.

What Are the Program's Purposes?

This is a performance-based curriculum, grounded in a thorough, independent analysis of the tasks low level clerical workers perform on their current jobs and on the tasks they will be expected to perform as they move into higher level positions. In addition to helping people attain better working skills, the program provides an opportunity for participants to acquire knowledge and understanding that will enable them to lead fuller lives as individuals and as members of the community.

This is not a "remedial" program. There is no intention of having people retrace their steps to learn rules and processes that the schools failed to teach them. Job performance rather than standardized testing is the measure of achievement. There is a basic assumption that the people who participate in the program have acquired considerable knowledge and skill to get where they are as functioning adults. The task now is to provide a way for them to learn and practice those additional skills that will enable them to move ahead.

How to Mount a Program

The skill, sensitivity and commitment of staff are, of course key to

program effectiveness. By creating an environment of mutual concern and support, dropouts can be kept to a minimum. The program should be under the direction of a coordinator who will provide the necessary continuity. The coordinator should be present at every course session and be available for consultation on student problems related to the course or to other education and job situations.

While there needs to be continuity of instruction, experts in the specific areas covered in the course should be consulted and, where possible, brought in to conduct particular sessions. It is important that they be briefed on the purpose and organization of the program even though they may meet the students for only a single session.

In addition, volunteers who function as tutors, role models and occupational advisors can contribute significantly to the success of the program. Adults particularly are reluctant to discuss openly the problems they may have in dealing with the course and its content. Personal and job-related problems also have a bearing on a student's participation. If each individual can get help directly from a concerned volunteer about particular problems, she is likely to function more effectively as a member of the total group. Working women who themselves have struggled up the job ladder are generally the most effective volunteers.

Content and Organization

On the pages immediately following, there is presented a distillation of the major clerical tasks divided into entry level and intermediate level, together with the skills and knowledge needed to perform them. They should be studied carefully by the course coordinator and instructor at the beginning of the program and used for reference throughout.

The amount of time to be spent on any one segment of the program will, of course, depend on the students' needs. The total program has been planned to cover two 15-16 week units with the group meeting between 6-8 hours a week.

The total curriculum is organized around two central objectives:

- 1) The advancement of knowledge and skill in reading,

writing, speaking, interpersonal relations and problem solving.

- 2) The building of competencies that will enable the students to perform successfully the tasks needed for upper level clerical jobs and, for some, to move into management jobs.

Obviously these objectives are interrelated. As people achieve higher levels of knowledge and skill, they become more competent on their jobs. And as they master more complex occupational tasks, they find that they have advanced their academic skills.

Basically this curriculum is presented in four sections:

- I. THE TASK APPROACH, an introductory section designed to set the framework for the entire program by establishing the relationship between task analysis, job competency and educational advancement.
- II. AREAS OF ACADEMIC KNOWLEDGE, a section devoted to establishing generalized learning and performance objectives in the knowledge and skill areas covered by this program: problem solving, listening and speaking, writing, reading/vocabulary.
- III. CAREER AND EDUCATION GUIDANCE, an experimental section outlining a series of career development workshops to enable students to negotiate the job and education systems for their own advancement.
- IV. TASK-BASED LEARNING MATERIALS, 13 sequenced clerical tasks, each analyzed and accompanied by a variety of appropriate teacher, tutor and student materials.

While the total curriculum guide is designed for use by the coordinator or instructor, it also includes many materials intended for classroom use by teachers, guest speakers, the students themselves. Pages which are intended for use by students or for specific classroom presentations are labeled "Instructional Material."

It is recommended that the procedures outlined for Section I, The Task Approach, be followed as they are set forth. These are the sessions that establish the rationale for the entire program and it is essential that students fully understand the process they are involved in, what is expected of them and what they can anticipate learning.

For the other three Sections, the coordinator will want to be selective, concentrating on the particular needs and interests of the students. It will also be useful to remain flexible about which aspects to emphasize, as well as the order in which the various elements of the program are covered. The material included here is simply illustrative, and the sessions will be more interesting if both the students and their leaders work from current material drawn directly from the jobs that people are working in.

The format of this curriculum utilizes both formal presentations and participatory activities. Although the goal is to involve the participants fully in their own education, it may be necessary to begin by structuring the sessions along the classroom lines that the students habitually associate with education. It is important, however, to move away from this as soon as possible into more active learning situations.

The significance of the group learning experience must also be emphasized. As adults, the members of the group will have had some similar experiences and also some very different ones. They will learn from and support each other and in the process build the confidence needed to move into new endeavors.

This program may, under certain conditions, be offered together with skill training in typing and shorthand. If this is done, the coordinator will find many opportunities for emphasizing the direct relationship between technical and educational advancement. The working materials included here can be related to the typing, dictation or transcription functions of clerical jobs, whereas typing and shorthand texts can be used as classroom materials to strengthen language arts learning.

It is our hope that the following curriculum guide will first, prove helpful to others and second, stimulate new ideas and the development of new materials. As the National Council of Negro Women continues to refine, retest and modify this and other curricula for minority working women, we invite and look forward to continuing contact with people interested in working along the same lines.

NOTE

The following pages present charts summarizing
1) specific clerical tasks (lefthand pages) and
2) the skills and knowledge needed to perform these
tasks (righthand pages).

These charts summarize an extensive analysis of
language-arts-related clerical operations at the
entry and intermediate levels. This data served
as the framework for developing the following
curriculum.

It is hoped that the charts will prove suggestive
and helpful to others in developing curricular
materials based on their particular students' on-
the-job situations and needs.

I. ENTRY LEVEL - TASKS

Routing Mail

Reception

Directing people to proper offices

Giving information about company or department services

Telephone

Answering telephone, screening and routing calls, taking occasional messages

Copying and Comparing

Copying names and addresses and comparing with original material

Typing folder and address labels, file and index cards, addressing envelopes, compiling lists; comparing work with original materials to locate and correct errors

Research

Using company directory, telephone and zip code directories

Reading informational materials

Filing

Simple placement of folders or cards into a selected file alphabetically

Ordering of name and address cards alphabetically, geographically

Locating and pulling items from file, using office system for maintaining control of items removed

Filling Out Forms

Entering information (from letters, chits, orders, etc.) on prepared forms (expense, requisition, travel, time sheets, periodical order forms, etc.)

I. ENTRY-LEVEL - SKILLS AND KNOWLEDGE

Minimal knowledge of typing:
about 35 words per minute

Basic thinking skills, or ability to:

- Follow instructions
- Understand the job to be done
- Judge relative importance of tasks
- Check and doublecheck work for accuracy
- Know where to find information

Interpersonal skills, or ability to:

- Deal with the public: listen to, understand and respond to people on the telephone and in person; understand and communicate company policy
- Deal with supervisors: get the most out of supervision by using the process to advance the knowledge and skill of the supervisee
- Deal with fellow workers: understand the nature of business relationships as distinct from social relationships; appreciate the value of learning other jobs in the office
- Exercise self-understanding:
 - Recognize what one knows and does not know
 - Evaluate oneself and one's abilities realistically
 - Broaden one's knowledge of contemporary affairs
 - Develop self-assurance

Language arts skills

Reading - Ability to:

- Scan for the main idea
- Handle a basic vocabulary of business
- Understand and use forms and follow instructions
- Comprehend office and career-related written materials

Writing - Ability to:

- Copy clearly and accurately
- Compare accurately

(I. Entry Level - Tasks, cont'd)

System Know-How

Relating to people: personnel officers, supervisors, fellow workers, clients, public

Relation to institutions: following procedures and rules, examining channels for acquiring new skills and gaining advancement

(I. Entry-Level - Skills and knowledge, cont'd)

Write simple sentences clearly and correctly
Spell correctly

Speaking - Ability to:

Express oneself clearly and concisely in common work situations

Listen well and then respond clearly and to the point, in daily conversations, in dealings with fellow workers, supervisors, clients, salesmen, visitors to the office and the public, both in person and on the telephone

Speak with clarity, self-assurance and warmth, using correct pronunciation and usage

II. INTERMEDIATE LEVEL - TASKS

Incoming Mail

Routing
Handling routine queries
Pulling correspondence, reports, other data or forms needed for answering queries or filling orders, and clipping to letter(s)

Telephone

Receiving calls: screening, handling, referring callers to appropriate person, taking messages
Placing calls: for information; office services; for arranging meetings, travel and hotel accommodations; for transmitting messages

Research

Locating needed information or material from files, library and specialized personnel
Researching and noting time of departure/arrival of trains, planes and buses, using timetables and/or telephone
Researching and noting hotel address and costs, using hotel reference books or telephone
Inspecting newspapers, magazines, trade journals for items related to work
Locating needed services (i. e., catering, printing, art, special duplicating or mailing services, convention supplies, office furniture, etc.)
Collecting needed research materials from outside sources: government agencies, public and specialized libraries, professional associations

Filing

Filing items:
 alphabetically, by name/person; by city/state
 numerically
 by geographic region
 by topic or subject

II. INTERMEDIATE LEVEL - SKILLS AND KNOWLEDGE

Functional Skills

Ability to:

- Follow instructions
- Ask the right questions
- Know where to find information
- Understand the job to be done
- Think ahead
- Judge the relative importance of tasks
- Plan work
- Check and doublecheck work
- Take intelligent initiative

Interpersonal Skills

Supervisors

- Getting the most out of supervision - using the process to advance the knowledge and ability of the supervisee
- Knowing when one is ready to move ahead
- Taking action to advance oneself

Fellow Workers

- Understanding the nature of business relationships - distinct from social relationships
- Value of learning other jobs in the office or company

Public

- Listening to, understanding and responding to people in person or on the phone
- Understanding and communicating company policy

New Workers

- Basic understanding of how to help and supervise other people

Self-Understanding

- Recognizing what one knows and doesn't know
- Proper evaluation of oneself and one's abilities
- Broadening one's knowledge of contemporary trends, economic and social

(II. Intermediate Level - Tasks, cont'd)

Pulling items from file, using office system for maintaining control of items pulled

Searching files to locate missing or misfiled items

Transferring items from "active" to "inactive" files

Sorting material:

 alphabetically

 chronologically

 numerically

 by topic or subject

 by geographic region

 by type of payment, place of payment, ledger, department, type of transaction

Copying and Comparing

Copying (typing) list of needed supplies onto requisition form

Copying (typing) information from records onto a variety of forms (medical insurance, time sheets, expense reports, order forms, etc.)

Inspecting and listing contents of office safe, bank safety deposit box

Comparing receipts against list of items to note errors or omissions

Comparing final handwritten or typed copy with another handwritten or typed draft to locate errors and to make corrections for final draft

Reviewing completed forms or other documents for accuracy of information

Proofreading interoffice forms typed from handwritten master, to locate and correct typographical errors and check proper following of form

Typing mailing lists, and checking against original material for accuracy

Typing copy onto spirit, ditto or offset master; stencil, mat and/or multilith -- and checking against original for accuracy

Typing memoranda, wires, cables, telegrams from handwritten draft - and checking against original for accuracy

Typing statistical reports, financial statements, budgets, balance sheets, profit and loss statements, bank reconcil-

(II. Intermediate Level - Skills and Knowledge, cont'd)

Willingness to take advantage of opportunities for education and training

Knowing one's rights - ability to use company policies to one's advantage

Developing self-assurance

Language Arts Skills

Ability to:

Speak reasonably correct standard English

Read and comprehend at increasingly higher levels

Communicate in writing on levels advancing from telephone messages to letters and reports

Reading - Ability to:

Scan letters, reports, brochures, articles for 1) the main idea; 2) details of particular interest and importance to one's own department executives

Use newspapers, magazines, journals, directories, dictionaries and other references in the office to locate needed information and ideas quickly and effectively

Use library and other specialized outside sources of information and materials to assemble needed facts and background materials

Master the basic vocabulary of the major fields of interest that touch on the business one's office is engaged in: economics, finance, law, real estate and insurance, medicine, communications, sociology, for example.

Writing - Ability to:

Compose simple and complex sentences

Compose paragraphs

Compose clear and correct memos

Compose clear and correct telegrams, cablegrams

Compose clear and correct simple letters

Turn out finished typed copy with no spelling or typographical errors, few punctuation or grammatical errors

Take notes while talking on the telephone

(II. Intermediate Level - Tasks, cont'd)

iations -- and checking for accuracy

Transcribing

Typing messages, memos, letters from one's own notes (long-hand, speedwriting, shorthand)
Typing memos, letters, reports from stenographic machine tape
Typing material from recorded media, belt, disc, dictaphone
Typing material from edited draft, following standard proof-reading marks used to indicate corrections

System Know-How

Fitting into departmental chain of command and relationships
Understanding company-wide structure of departmental operations and overall administration of company business
Familiarity with department and company resources for helping an employee produce increasingly skilled work (from reference tools such as the dictionary, directories and a company library to in-house training programs for enhancing typing or shorthand skills)
Understanding company-wide personnel policies and practices - responsibilities of employers and employees
Relating to supervisor, personnel officials, co-workers, public

(II. Intermediate Level - Skills and Knowledge, cont'd)

Take notes from dictation, increasing in speed and accuracy

Take notes at a meeting for use in composing minutes, recording what was discussed and decided

Correct one's own errors in copying

Correct one's own errors in transcribing from the spoken into the written word (spelling and vocabulary, punctuation and paragraphing)

Edit a perfect typed product from rough draft or informal dictation. (Dictation or original often uses an obviously wrong word, punctuation or grammatical construction. It's a good secretary's job to get the dictated meaning across in the best written English.)

Use standard proofreading marks: 1) to correct rough drafts, when overseeing the work of other typists;
2) to interpret copy marked for corrections by a professional typist.

Speaking - Ability to:

Recognize and correct problems in pronunciation

Identify and correct common grammatical problems in speaking (for example, verb tenses and subject-verb agreement)

Speak distinctly (speed, volume, etc.)

Listen well

Plan the appropriate response

Rephrase to make sure two-way communication exists

Listen and speak effectively in common office situations

Speak in the unusual situation (staff meeting, session on telephone) with self-confidence and without stage fright

SECTION I

THE TASK APPROACH

- A. INTRODUCTION
- B. TASK INVENTORY AND TASK ANALYSIS
- C. ASSESSMENT

I. THE TASK APPROACH

A. INTRODUCTION

Before starting out to deal with the substantive areas of the course, it is important to establish the basic premises on which the course rests.

1. Program Goal - to help people acquire the skills and knowledge needed to move ahead in their jobs.
2. Basic assumptions - the participants are adults who are capable and intelligent. They are interested in advancing their careers and are prepared to help themselves and each other.
3. The instructor and others responsible for the program are committed to making sure that the course directly meets the needs of the student. There is no firm curriculum, but rather a realization that emphasis must be placed where particular students most need it.

An important segment of the first session of the course should be devoted to the introduction of staff and student. Each person should introduce herself, tell something about her job, her interests, her goals. This is not a perfunctory gesture but a way of setting an atmosphere of mutual understanding and concern. It should be informal, unhurried and designed to provide for interaction among the participants, particularly in relation to their jobs - where they work and what they do.

Students should be asked to keep notebooks not for the purpose of studying for exams, but as a way of relating the course content to their own needs. The notebook should record new insights and ideas as well as specific factual information. The instructor should try to develop assignments throughout the course that will require students to draw on material in their notebooks.

1

B. TASK INVENTORY AND TASK ANALYSIS

GOAL

To introduce and develop the relationship between the content of the course as it will be presented and organized, and the jobs that people do now as well as the jobs to which they aspire.

LEARNING OBJECTIVES

What these sessions should help the student to know:

To recognize the number and variety of tasks she performs during the course of a day.

To develop an awareness of the knowledge and skill she has, as well as where the gaps are.

To begin to see the relationship between cognitive learning and job performance, between knowing and doing.

To extend her interest and curiosity beyond her current job, in terms of job content as well as the knowledge and skill needed to perform higher level jobs.

PERFORMANCE OBJECTIVES

What these sessions should help the student to do:

To learn to draw on her reservoir of knowledge and skill in order to perform her current job with greater understanding.

To find out more about higher level jobs and what she has to know and be able to do in order to be promoted.

To begin to make plans for acquiring additional education and skill training.

LEARNING ACTIVITIES

There should be a general presentation that will show students what task analysis is and what its values are. The best way to do this is to illustrate the process on a blackboard.

Step 1. Elicit from the members of the group a full list of the tasks they perform on their jobs. Make certain that they are specific tasks, not general responsibilities. The "Task Inventory" sheets in the Student Materials part of this chapter list typical tasks performed by entry level clerical workers. They can be distributed at the conclusion of the group inventory for individual classroom work or handed out as a homework assignment. They also provide a check list for reference throughout the course.

Step 2. Again working with the blackboard, illustrate and discuss what people must know and be able to do in order to carry out their jobs. The sample "Task Analysis" sheets attached under Student Materials present typical entry level clerical job tasks. After working with the total group on two or three of these tasks, distribute blank sheets for people to fill out in relation to their own jobs. This can be done either in class or at home.

Step 3. Using the attached descriptions of the jobs of typist, stenographer and secretary, elicit discussion of the kinds of information people will need to have, and the kinds of skills they will need to develop in order to move up to better jobs.

Step 4. Feed back to the students summary of the work they have done in order to emphasize the meaning and importance of inventorying and analyzing the tasks they perform on their jobs.

It is this material, received from the students themselves, that the instructor will want to use to make sure that the program is tailored to meet the specific needs of the students in the group. It will be the basis of assessment of capabilities and the jumping-off point for further instruction.

The task analysis process should serve as an observable framework for the program, with students constantly referred back to it in order to maintain a continuing tie-in between what they do on the job and what they learn in the program.

Reference: An Introduction to Functional Job Analysis, by Wretha W. Wiley and Sidney A. Fine, September 1971. Upjohn Institute for Employment Research, Washington, D.C.

INSTRUCTIONAL
MATERIAL

TASK INVENTORY

Your Name: _____

Your Job Title: _____

Directions: Please check (x) those tasks for which you are responsible on your job.

CLERICAL RESPONSIBILITIES

- ____ 1. Inspects or reads incoming mail for appropriate inter-office routing or distribution.
- ____ 2. Inventories supplies to determine additional quantities to be requisitioned and purchased.
- ____ 3. Compiles hand-written mailing lists, including names and addresses.
- ____ 4. Inventories incoming supplies to note missing or damaged items.
- ____ 5. Inspects duplicated or collated material to note missing pages or other errors and omissions.
- ____ 6. Duplicates material.

Xerox _____

Mimeograph _____

Other: _____

- ___ 7. Collates duplicated material.
- ___ 8. Completes travel voucher form for inter-office routing.
- ___ 9. Completes expense form for inter-office routing.
- ___ 10. Completes inter-office form letter (requisition) requesting information (or supplies).
- ___ 11. Completes (types) and mails order forms for newspaper, magazine or other subscriptions.
- ___ 12. Reviews departmental time sheets for accuracy and completeness.
- ___ 13. Distributes supplies.
- ___ 14. Places notices on bulletin boards.
- ___ 15. Fills in and routes notice of overdue or missing file material.
- ___ 16. Copies (types) list of needed supplies onto requisition form.
- ___ 17. Types addresses on envelopes.
- ___ 18. Deposits monies at bank.
- ___ 19. Inspects and lists contents of office safe.
- ___ 20. Inspects and lists contents of bank safety deposit box.
- ___ 21. Compares receipts against list of items to note errors or omissions.
- ___ 22. Compares final handwritten (or typed) copy with another handwritten(or typed) rough draft to locate errors and to make (write) correction for final draft.

- ___ 23. Reviews completed forms or other documents for accuracy of information.
- ___ 24. Locates, pulls and attaches relevant correspondence to letters or other documents.

Responsibilities Related to Meeting and Working with People

- ___ 1. Directs people to proper office or department.
- ___ 2. Orients new employee.
- ___ 3. Interprets advantages and benefits of company's services to present or potential customers.

Responsibilities Related to use of Telephone

- ___ 1. Takes, screens and routes incoming calls.
- ___ 2. Answers and routes inter-office calls to the department.

Researching and Securing Information

- ___ 1. Researches and notes time of departure/arrival of trains, planes, and buses, using timetables or telephone.
- ___ 2. Researches and notes hotel address and costs, using hotel reference books or telephone.
- ___ 3. Inspects newspapers; magazines; trade journals for items related to work.
- ___ 4. Searches for and collects papers or records on specified subjects in order to assemble sources and bodies of information.
- ___ 5. Reads reference books; newspaper, magazines, selecting and writing specific information to prepare or assist in preparation of reports.

FILING

- ___ 1. Files items alphabetically by name/person.
- ___ 2. Files items alphabetically by city/state.
- ___ 3. Files items numerically.
- ___ 4. Files items chronologically.
- ___ 5. Files items by geographic region.
- ___ 6. Files items by topic or subject.
- ___ 7. Searches files to locate missing or misfiled items.
- ___ 8. Pulls items from file, using office system for maintaining control of items pulled.
- ___ 9. Transfers items from "active" to "inactive" file.
- ___ 10. Sorts material alphabetically.
- ___ 11. Sorts material chronologically.
- ___ 12. Sorts material numerically.
- ___ 13. Sorts material by topic or subject.
- ___ 14. Sorts material by geographic region.
- ___ 15. Sorts material by type of payment, place of payment, ledger, department, type of transaction.
- ___ 16. Files material by type of payment, place of payment, ledger, department, type of transaction.

MAILING

- ___ 1. Re-routes misdirected mail.
- ___ 2. Locates missing mail at post office.
- ___ 3. Stamps incoming mail or other material, using date/time stamp.
- ___ 4. Stamps letters or packages with proper postage, using postage meter.
- ___ 5. Inserts, stuffs letters into envelopes.
- ___ 6. Seals envelopes manually.
- ___ 7. Wraps up and ties package for mailing.
- ___ 8. Records postage meter reading on required form.
- ___ 9. Records on form incoming/outgoing mail.
- ___ 10. Obtains registered or certified mail from post office or company.
- ___ 11. Posts certified, registered and/or insured packages or mail at post office.

TYPING RESPONSIBILITIES

- ___ 1. Types inter-office forms from handwritten master.
- ___ 2. Types mailing lists.
- ___ 3. Types spirit master; ditto master; stencil; offset master; mat; and/or multilith.
- ___ 4. Types reports and manuscripts.

- ___ 5. Types statistical reports; financial statements; budgets; balance sheets; profit and loss statements; bank reconciliations.
- ___ 6. Types copy where all lines must end evenly on the right margin.
- ___ 7. Types memorandums.
- ___ 8. Types wires; cables; telegrams from handwritten draft.
- ___ 9. Types addresses on envelopes; cards; address labels.
- ___ 10. Types file cards and index cards.
- ___ 11. Types folder labels.
- ___ 12. Selects style of type (for Selectric Typewriter) for various typing assignments.
- ___ 13. Transcribes and types from stenographic machine tape.
- ___ 14. Types material from recorded media; belt; disc; dictaphone.

COMPOSING, EDITING AND PROOFREADING

- ___ 1. Composes phone messages.
- ___ 2. Composes original inter-office memos.
- ___ 3. Composes original telegram or cablegram.
- ___ 4. Composes letter.
- ___ 5. Summarizes report, article or letter, identifying and condensing important facts.
- ___ 6. Takes meeting minutes.
- ___ 7. Edits or rewrites various material and corrects grammar.
- ___ 8. Edits various material, noting errors with standard proof-reader's marks.
- ___ 9. Proofreads typewritten materials and corrects typographical errors.

Assignment to Students:

**INSTRUCTIONAL
MATERIAL**

What do you do in addition to these?
List additional tasks here.

TASK ANALYSIS

TASK	PRIMARY SKILLS AND KNOWLEDGE	SECONDARY SKILLS AND KNOWLEDGE	DESIRABLE QUALITIES
Greets and directs people who come into the office. INSTRUCTIONAL MATERIAL	<u>Must Know:</u> Company procedures for greeting people on arrival. <u>Must be able to:</u> Speak and give directions clearly and concisely; Ask clarifying questions; Use inter-office telephone equipment; Use company directory.	Ability to type (minimal)	Pleasant Patient Courteous Good appearance.

SAMPLE

TASK ANALYSIS

TASK	PRIMARY SKILLS AND KNOWLEDGE	SECONDARY SKILLS AND KNOWLEDGES	DESIRABLE QUALITIES
Answers and routes inter-office calls to department. Takes, screens and routes incoming calls.	<u>Must Know:</u> Company procedure for answering telephone. Telephone message form and range of appropriate responses to form categories. Rules of grammar: -Capitalization -Punctuation <u>Must be able to:</u> Speak clearly and concisely; Ask clarifying questions; Use company directory; Take notes while talking on telephone; Write legibly; Spell correctly; Compose simple sentences; Compose brief narrative; Apply rules of grammar: -Capitalization -Punctuation	Knowledge of telephone message routing procedure. Ability to use dictionary	Pleasant Patient Courteous

INSTRUCTIONAL MATERIAL

SAMPLE
TASK ANALYSIS

TASK	PRIMARY SKILLS AND KNOWLEDGE	SECONDARY SKILLS AND KNOWLEDGE	DESIRABLE QUALITIES
Completes inter-office form letter (requisition) requesting information (or supplies).	<u>Must know:</u> Range of accurate responses to blank spaces in letter. Rules of grammar: -Capitalization -Punctuation <u>Must be able to:</u> Read form letter; Write legibly; Spell correctly; Compose simple sentences; Compose brief narrative description; Apply rules of grammar: -Capitalization -Punctuation	Knowledge of routing system for form letter; Ability to use dictionary.	

INSTRUCTIONAL MATERIAL

Job description from New York
State Department of Labor.

INSTRUCTIONAL
MATERIAL

TYPISTS

Prepares typewritten letters, forms, and reports, copying rough draft from longhand or typewritten copy or supplying own information, using manual or electric typewriter. Addresses envelopes, copies data from one record to another, and does miscellaneous typing. Cuts stencils for use in duplicating or addressing machines. Checks or proofreads typed material. Transcribes material from transcribing machine. Types statistical reports from rough drafts or corrected copies of reports, using long-carriage typewriter. Posts figures by hand or typewriter and computes and checks figures. Files, prepares bills and handles and sorts mail. Receives visitors, furnishes information and answers telephone.

SKILLS/OPERATIONS

Type at 30-40 wpm, using manual or electric typewriter

Arrange material in letters, reports and forms.

Arrange material in accordance with size of paper used on long-carriage typewriter.

Type stencils for duplicating machines.

Proofread and check accuracy of data on materials copied.

Clean machine and change ribbons.

RELATED KNOWLEDGE

Operation of manual and electric typewriters.

Keyboard and touch system.

Elements of typewriter construction.

Machine care and cleaning.

Varieties of typing paper, copy sheets, forms, envelopes and carbon paper.

Error correction methods.

Ribbons and correction materials.

SKILLS/OPERATIONS

Correct errors on copy and stencils

Use dictionary.

Syllabicate words.

Spell and use correct grammar.

Operate duplicating machine.

Operate transcribing machines.

File and collate.

Post, compute and check figures.

Receive visitors

Make calls and answer telephone.

Handle and sort mail.

Furnish information.

RELATED KNOWLEDGE

Capitalization, plurals,

Layout and spacing.

Word syllabication.

Transcribing machines.

Duplicating machines and stencils.

Basics of grammar.

Addition, subtraction, division, multiplication, decimals, and fractions.

Filing systems and collating methods.

Office organization and practices.

Grooming.

Telephone answering techniques.

STENOGRAPHER

Job Summary

Takes dictation and transcribes notes using electric or manual typewriter. Performs general office work for one or more executives, or for the owner of a firm. May compose routine correspondence. Maintains files and other office records. Answers and makes telephone calls, receives visitors to office, and handles mail. Performs related office duties under supervision.

NOTE: Entry to this occupation frequently is through assignment to a stenographic pool, especially in large firms. In such cases, the work is routine and is performed under close supervision. Completed work is usually submitted to an intermediate supervisor for approval.

SKILLS/OPERATIONS

Type at rate of 45-60 wpm and take shorthand at rate of 80-100 wpm.

Operate both electric and manual typewriters.

Transcribe material from Dictaphone, Ediphone or other recording machine.

Type statistical reports from rough drafts or corrected copies of reports.

Perform simple posting and billing by hand or typewriter

RELATED KNOWLEDGE

Knowledge of proper arrangement of letters, reports, forms, etc.

Spelling, grammar and knowledge of business English.

Arithmetic ability: Addition, subtraction, multiplication, division, decimals and fractions.

Legible handwriting.

Orientation to modern office practice.

SKILLS/OPERATIONS

Perform routine computations
and/or check figures

Sort and file correspondence.

Relieve on monitor board or
switchboard.

RELATED KNOWLEDGE

Grooming and personal
hygiene.

Filing.

Telephone techniques.

Job description from New York
State Department of Labor.

INSTRUCTIONAL
MATERIAL

SECRETARY

Job Description:

Performs general office tasks and minor executive duties to assist executives and other company officials. Takes dictation from executives in shorthand or with a stenotype machine and transcribes from shorthand or dictation recorded on a transcribing machine, using a typewriter; receives and opens mail and answers routine correspondence on own initiative; answers the telephone and acts as receptionist, interviewing and directing callers, giving information and scheduling appointments for executives; handles miscellaneous routine or periodic reports, keeps file for executives' correspondence; buys or requisitions office supplies.

Related work:

Keep record of receipts and expenditures, collect fees, make out bank deposit slips and write checks, take orders from customers and type statements. Hire less skilled clerical workers, keep payroll records, give dictation to a stenographer, operate office machinery such as duplicating machine or adding machine, etc.

C. ASSESSMENT

GOAL

To help students appreciate the values of self-assessment, and to introduce a variety of evaluative tools and testing techniques which can usefully be employed to measure individual skill levels and progress.

LEARNING OBJECTIVES

What these sessions should help people to know:

Through practice in test taking, to acquire information asked for on the tests.

To know, generally, what to expect on particular kinds of tests.

To use time effectively.

To read and understand instructions.

To concentrate and think quickly.

To apply information gained in one area in response to questions in another.

To strengthen self-assurance about what one knows - and recognition of what one doesn't know.

To understand why it is important to take control over one's own education.

PERFORMANCE OBJECTIVES

What these sessions should help students to do:

To perform well on tests - to be able to "produce" what one knows in the terms asked for by the test.

To gain an awareness of the need for self-assessment and be able to evaluate one's own performance.

To use tests and other assessment tools (role plays, participation in group discussion, oral presentations, field assignments) for one's own advantage.

To help one recognize problem areas.

To provide the basis for setting educational goals in terms of individual needs and interests.

LEARNING ACTIVITIES

Presentation - Introduction to Test Taking (attached)

Value of Using Tests in This Program

As tools for measuring one's achievement and one's needs.

As practice for test taking where such tests are used as a basis for selection and for exclusion.

Jobs: hiring and promotion.

Education: admission and advancement.

Tests suggested for assessment - by instructor and by student -
to be given at intervals but early in the program:

Barnes self-assessment - attached

Lander self-assessment - attached

California Achievement Test Battery (CATB): reading
section

Oral presentation, "What language arts skills I want to
improve and why"

Job and educational tests - used throughout the program to
increase skills in test taking

Review books such as the ARCO and Barrons series of
clerical tests, (particularly for sections on alphabetizing
and comparing High School Equivalency and selected segments
of SAT)

Kuder Preference Record, Vocational Form CP
(see Bibliography)

NOTE: Where possible, students should check their own
or each other's work, and retesting should follow
quickly so that they can see improvement. From
time to time, it is useful to give a "real" test so
people can develop immunity to the test jitters
most of them have.

Suggested Content of Presentation on Testing

Why it is important to learn how to take tests:

Tests are used for determining who is to be hired or promoted by big companies

Tests are used, in many cases, for college admissions

Tests are used by instructors at all levels to determine grades

There are good tests and poor tests:

A poor test is one that is designed to eliminate people for reasons that have nothing to do with whether or not they can perform the job.

Example: A major canning company in the South required that everyone who worked for it, including chicken pluckers, either have an elementary school diploma or pass a test. In that community most whites who applied had a formal eighth grade education, while Blacks did not. Not surprisingly most Blacks who took the test failed to pass it, thus eliminating them from employment. After a court fight, the company was ordered to eliminate the test since they could not show that an elementary school education was necessary for the performance of the job. The Equal Employment Opportunities Commission has required companies to validate their employee tests and this has resulted in the elimination or the substantial alteration of many employment tests. Both tests and educational requirements for jobs are constantly being challenged.

A good, or valid, test is one that really measures a person's ability to perform a job. For example, if a person is required by her job to type handwritten material, then it is valid to require that person to pass a test that includes typing from handwritten material. It is the purpose of this course to prepare people to perform the functions that will actually be required of them as they move up the clerical ladder.

Testing as assessment - to determine what one knows and doesn't know, where it is important to put one's learning effort.

By learning to use tests as a way of measuring her own achievement, a student can begin to take control over her own educational goals and select programs to achieve them.

In this program, tests will be used throughout, to help students assess their own strengths and weaknesses, to help the leadership plan educational emphases and to provide experience in following instructions and planning time. Practice with tests will take the surprise and much of the "trickery" out of test taking. It will also sharpen thinking and increase vocabulary, improve spelling and grammar, and emphasize importance of accuracy.

BARNES TEST

NAME _____ DATE _____

1. Please write the words in this list in alphabetical order

pradice

test

authoritative

previous

all

text

questions

yet

examinations

understandable

2. Are the sentences below grammatically correct? If not, please make the needed corrections.

The books was scattered all over the table.

His clothes never fit him very good.

The girls they came home late.

No one knew who the winner was.

Your letter was laying at the bottom of the pile.

Please wait for Andy and I.

3. Please read the following paragraph, and then write in your own words one or two sentences saying what you found most important or interesting.

Paper clips may not be a girl's best friend, but they are certainly indispensable to the efficient operation of a business. Small though they are, they occupy a place of importance in the office which is demonstrated by the fact that they are used up at the rate of six billion a year. Strangely enough, however, it has been estimated that only twenty per cent of the clips consumed in an office are actually used to hold papers together. The remainder perform such diverse services as replacements for buttons, key chains, or are employed for other unusual tasks.

Were you unsure of the meaning of any word in the paragraph?

 yes no

Which words would you look up if you had a dictionary handy?
Please read the paragraph again and underline them.

4. Here are a few math problems. Please do them as quickly - but accurately - as you can.

$\begin{array}{r} 196 \\ -69 \\ \hline \end{array}$	$\begin{array}{r} 7/ \quad 301 \\ \hline \end{array}$	$\begin{array}{r} 8 \frac{1}{3} \\ -2 \frac{1}{6} \\ \hline \end{array}$	$\begin{array}{r} 5 \frac{3}{4} \\ + 3 \frac{1}{2} \\ \hline \end{array}$
---	---	--	---

Subtract 17.95 from 30.05

If you buy a coat for \$54.00 and the tax is 7%, how much will you pay altogether?

5. Please read the following news story, and then answer the questions below it.

DAY CARE: Less Taxes?

Parents using child care services may be able to deduct the expense from their State and City income tax, if a resolution approved by the City Council becomes law.

By a vote of 35 to one on Wednesday, January 6th, the Council approved a resolution, submitted by Councilwoman Carol Greitzer, to "approve income tax deductions for all people who cannot work at a gainful job without having to make private arrangements for child care."

The resolution noted that only the Federal Government allows a deduction -- a small one -- for single parents earning no more than \$6,000 a year.

Answer the following questions based on the story above:

- a. Can you give a synonym for the word deduct? _____
- b. Are there any women members of the New York City Council? _____ Yes _____ No _____ Don't know
- c. At the present time is it ever permitted, under certain circumstances, to deduct the cost of child care from:

	Yes	No
Federal Income Tax	_____	_____
State Income Tax	_____	_____
City Income Tax	_____	_____

6. In the following example, the first two words are related to each other in the same way as the last two words:

FINGER is to HAND as TOE is to FOOT

In the question below, select the word that properly completes the relationship.

FOOD is to MAN as GASOLINE is to _____

gas

oil

automobile

spark

If you finish before time is called, make up a word relationship statement of your own and write it below:

_____ is to _____ as _____ is to _____.

Lander Self-Assessment Test

INSTRUCTIONAL
MATERIAL

LANGUAGE ARTS SKILLS

PERSONAL ASSESSMENT

Name(Optional): _____ Date _____

Direction: According to the categories below, please tell us "where you are" for each of the language arts skills listed.

Language Arts Skill	<u>Personal Assessment</u> (check one)		
	Good	Adequate	Needs Work
Ability to spell correctly			
Ability to use the dictionary			
Ability to alphabetize			
Ability to write legibly			
Ability to use nouns and pronouns correctly			
Ability to use verbs correctly			
Ability to make a verb agree with its subject			
Ability to make a verb agree with its subject			
Ability to use adjectives correctly			

Language Arts Skill	Personal Assessment (check one)		
	Good	Adequate	Needs Work
Ability to use adverbs correctly			
Ability to construct sentences			
Ability to construct paragraphs			
Ability to use capital letters properly			
Ability to use punctuation marks properly (periods, question marks, commas, etc.)			
Ability to use words properly (vocabulary)			
Ability to speak clearly and distinctly			
Ability to take notes during a conversation			
Ability to write reports or minutes			
Ability to compose a memorandum			
Ability to give directions			
Ability to listen			

**INSTRUCTIONAL
MATERIAL**

Language Arts Skill	<u>Personal Assessment</u> (check one)		
	Good	Adequate	Needs Work
Ability to do library research			
Ability to check your own written work for accuracy			
Ability to read adequately			

SECTION II
AREAS OF KNOWLEDGE

- A. INTRODUCTION
- B. PROBLEM SOLVING SKILLS
- C. SPEAKING AND LISTENING
- D. WRITING
- E. READING AND VOCABULARY

II. AREAS OF KNOWLEDGE

A. INTRODUCTION

Section II spells out the program's integrated approach to the four essential areas of adult learning on which this program concentrates: problem solving, speaking, writing, and reading/vocabulary. It should be used hand in hand with Section IV, a compendium of task-related learning materials and suggested classroom and homework activities.

Problem solving offers the instructor a way to introduce students to a disciplined approach to basic thinking skills, work and study habits. This is basic not only to progress in language arts skills -- but also to the development of the student's ability to relate successfully to people and to institutions, both at work and at school (the subject matter of Section III).

For purposes of course organization, the language arts material has been divided into separate units. One of the main ideas underlying this program, however, is to erase these dividing lines and "surround" the students with good, standard language usage. Clearly, in the real world, listening, speaking, reading and writing are inextricably interrelated. In Section IV, where the learning activities are directly related to the tasks people perform, no academic distinctions are made. It is the purpose of this Section, Section II, to single out some of the generalized knowledge areas and to suggest the learning and performance objectives to be sought in each. The way in which this is to be done will have to be determined by the coordinator and the instructors, based upon the achievement level of the individual students and on their interests. The important point to be made is that the generalized learning and performance objectives should not be lost as the group moves through the activities designed to help them improve the specific task performance. (This is particularly noteworthy since the ongoing educational advancement of the students is an important program goal: many do subsequently enroll in continuing education programs.)

One more point worth emphasizing: there is no profit in teaching people what they already know. It wastes everybody's time and discourages students. There is a strong tendency on the part of some instructors continually to move backward in teaching grammar if their students cannot produce the rules of usage. Particularly for adults, it is much more important to know where to find a particular rule when usage is in doubt, than it is to remember it instantly. The important thing is to move ahead, concentrating on those problems that are most in need of work and concentrating on performance rather than on explanations of "why."

Following is a list of those problem areas of speaking, writing and reading that are most likely to be in need of concentrated work. The exercises that have been designed for this program place special emphasis on these:

- Pronunciation
- Tenses
- Subject/verb agreement
- Pronoun agreement, reference, case
- Capitalization
- Punctuation
- Incomplete sentences
- Vocabulary

B. PROBLEM SOLVING SKILLS

GOAL

Through the development of work and study habits, to help people build problem-solving skills: understanding, organizing, scheduling, making decisions and carrying them out:

on the job
in school
in one's career

Students must be helped to recognize as early as possible that, beyond a certain point, one of the most important capabilities that employers look for is the problem solving ability. Technical skills - typing, shorthand, business machine operations - can take an employee only to a middle clerical level. And, since problem solving skills cannot be developed overnight, their continuous and cumulative development becomes a major goal of this total program. Beginning at entry level, the person most likely to be promoted is the one who, in the performance of her own job, has shown the understanding, interest and initiative that would enable her to hold a higher level job.

In the sense that this program is developed around the direct relationship between cognitive skills and job performance, it is dealing constantly with problem solving. This must, however, be spelled out at every step, particularly in terms of comprehending what one reads and understanding what one hears.

A constant point to be stressed is that a person should not do unless she understands what she is doing. People cannot make responsible decisions and act independently unless they understand what needs to be done and why they are doing it.

In dealing with adult students, it is important to recognize that they effectively use problem solving skills in other aspects of their lives. An important goal of this session is to help them

transfer these same skills to their jobs and to their educational development.

In this chapter a few basic objectives and activities are presented as guideposts for using the task-oriented materials in Section IV as focal points for recognizing and developing problem solving skills.

It is also suggested that, in the beginning and at intervals throughout the course, specific problem solving activities should be presented as such. A few suggested activities are offered here.

LEARNING OBJECTIVES

General

Ability to comprehend increasingly complex problems

Ability to analyze problems

Increased comprehension of one's own work in relation to work being done by others, leading to increased interest in higher level jobs

Some general knowledge of principles of planning and decision making

Specific

To absorb and evaluate both written and oral instructions

To concentrate one's attention in listening and reading

To determine what one needs to know in order to carry out a task

To be able to distinguish between the important and the trivial in what one hears and reads

To determine the questions to be asked in order to find out what one wants to know. To find out what, why, how, when, where

To expand the problem solving skills people already have so they can be applied to job related problems

To become familiar with basic information tools and know how to use them to find out what one wants to know

To be sure one understands the task before undertaking it

To be critical of one's own work, to seek complete accuracy, to identify patient rechecking with professionalism

To be willing to make decisions within one's area of responsibility and authority and accept responsibility for these decisions

To deal with and follow through on problems outside of one's area of responsibility and authority

To make decisions about how to allocate working time - and stick to these decisions

PERFORMANCE OBJECTIVES

General

Ability to:

Follow instructions

Ask the right questions

Know where to find information and how to use it

Understand the job to be done

Think ahead

Judge the relative importance of tasks

Plan and schedule work

Take intelligent initiative

Give instructions to others

Use time productively

Specific

Ability to:

Develop reading and listening habits that enable one to understand and evaluate what one reads and hears

Know where to find needed information

Follow directions

Develop habits of checking and rechecking for accuracy

Take notes efficiently - noting what is important, eliminating what is not

Ask questions pointedly, concisely and with assurance

Accept responsibility for the quality of one's work

Recognize errors and have the confidence to correct them

Understand one's area of authority and responsibility

Know the limits of one's authority and how to deal with problems outside those limits

Be aware of how one spends one's working day

Be able to evaluate the importance of a task and to spend as much - but not more - time on it as it deserves

LEARNING ACTIVITIES

1. Decision Making

Refer back to the task analysis sheets that were prepared by the students early in the course. Review some of the tasks listed and single out those in which some decision making is involved. List the kinds of decisions that need to be made in filing, reception, copying, telephone answering. Indicate which are the simplest to make, which are more complex; what are some of the factors involved in decision making. Begin to draw out some principles as well as specifics.

Apply the same kind of process to decisions that a person makes in her daily life. These may include marketing, spending leisure time, attending school, budgeting, etc. Indicate how the same process and the same principles apply no matter what area is involved.

Analyze some of the questions that must be answered as people make decisions:

What is to be done?

What are the time factors? The priorities?

How much will it cost? Can I (we) afford it?

What procedures or methods will be used?

Does it only affect me, or are others involved?

Who will do what? Do they understand this? Do they agree?

How does this fit with my objectives? With the objectives of others?

What will the consequences be?

What is likely to be the next step?

2. Following Written Instructions

For an amusing but telling introduction to the importance of following instructions use the three-minute "Can you follow instructions" test (see following "Student Materials").

To illustrate the elements involved in following written instructions, use a civil service clerk test, a college entrance test, a high school equivalency test or a vocational aptitude test as practical illustration. Check out such factors as: timing, understanding what is asked for, checking, sticking to one's answers, etc.

Use other sample forms: employment applications, school or college admission application, tax returns, health claim forms, etc. (Two sample application forms included for illustration in following "Student Materials".)

3. Following Oral Instructions

Consider the different skills involved in following oral, as opposed to written, instructions. Need for concentrated listening, intelligent questioning, requests to repeat unclear instructions, note taking, etc.

Discuss the reasons oral instructions are particularly hard to follow. Analyze classroom and workshop assignments in terms of following oral instructions. Do this throughout the semester, particularly when instructions are misinterpreted, ignored, or require several repetitions.

Illustrative Exercise:

Instructions for student compositions: format to follow: 2 1/2 inch margin on left. Write on one side of each sheet. On first sheet, write full name in top-right hand corner. In top left-hand corner, write date assignment is due. If you use more than one sheet, put your name - p. 2 in top right-

hand corner, and clip sheets together. Fold assignment lengthwise.

4. Understanding the Job to be Done

Brief presentation on the need to understand how one's particular job relates to an end product. Responsibilities of personnel, supervisors to inform. When it is important to have the connections spelled out, and why. How: asking the right questions at the right time of the right people.

Discuss the process of asking questions, as it involves one's attitudes toward oneself and others.

Assignment: explain to class the "why" behind a task you do regularly on your job, and how knowing the point of the operation helps you perform efficiently.

5. Using Information Tools

Presentation and group discussion on reference tools, beginning with home situations (how to find dentist, lawyer in a hurry; the best place to shop for a rug at discount; locate a good beautician convenient to your office or home). Description of available aids in work situation, ranging from zip code directory to other at-hand office tools, company-wide sources of information, telephone, newspaper, library sources. (See Section IV "Research")

6. Planning, Scheduling, Setting Priorities

Brief presentation 1) to introduce people to the concept of work organization, budgeting of time, establishing and following procedures, and 2) to enhance their ability to use a few tools and techniques designed to improve work organization.

Develop the concept of organization and show how it applies in various aspects of a person's life. Most people in the group have undoubtedly organized their lives very well, manage home and family responsibilities, hold a job, and have some relaxation - hobbies, fun.

In personal life, you make decisions about what's most important - what's less important - what to spend time - and money - on.

What about your job? Do you suspend your powers of judgment and decision making when you get to the office, make yourself into an automaton, stop thinking? If so, why? Afraid? Insecure? Don't feel you know enough to trust your own judgment without fear of making mistakes?

Promotion generally depends on show of initiative, display of interest. Let's consider ways in which you can begin to develop these qualities.

Ask people to offer suggestions and list them on the board - e. g., learning about your company and what it does. What is the responsibility of your particular department? What do the other people in your department do? What is your line of promotion?

Make a list of what you do in the course of a day and the amount of time you spend at the various activities. How does this look to you? Should you be dividing your time differently? Are there some things you are doing that you don't need to do? Others that should be added? Test out a variety of plans for arranging your time differently.

NOTE: While the students are not likely to have the experience of being a secretary, the exercises are presented as an introduction to higher level job tasks.

Here is a situation for you to deal with:

You are a secretary. You come to work at 9:00 a. m. There is unopened mail on your desk, dictation in your book. On your calendar, there is a note saying that your boss is due at a meeting at 10:00 a. m. and has a luncheon date at 1:00 p. m. He has told you he will be in at 9:30.

Question - How would you organize your morning?

NOTE: A useful suggestion for students is to urge them to keep their own calendars of appointments and reminders. It will develop habits of planning ahead and scheduling activities.

Here is the situation that faces you as you walk into your office on April 4. There are:

Bills to be paid

Checks to be deposited

An itinerary to be arranged for a trip for your boss from April 11-17

Yesterday's dictation to be transcribed from your book.

A health insurance form to be filed for reimbursement

Supplies to be checked for a requisition that has to be in by April 5

Filing to be done

In what order would you prepare these tasks? About how much time would you allocate to each?

To illustrate the basic elements of planning in any area, do parallel planning for:

A party for your husband, child, friend

Set up a trip for yourself

Write a letter to a friend detailing your week's activities

A meeting for your boss

Plan an itinerary for your boss

Write a report for your supervisor outlining your
past week's work

CAN YOU FOLLOW INSTRUCTIONS?

**INSTRUCTIONAL
MATERIAL**

The following test is designed to measure your ability to respond quickly and complete a set of directions when under the pressure of time. Students in the top ten percent of the 12 to 15 year age group can complete this test in three minutes.

Can you follow directions? Let's see. Concentrate, but remember you have only **THREE MINUTES.**

1. Read everything before doing anything.
2. Put your name in the upper right hand corner of this paper.
3. Circle the word "name" in sentence No. 2.
4. Draw five small squares in the upper left hand corner of this paper.
5. Put an "X" in each square.
6. Sign your name under the title.
7. After the title write "yes, yes, yes."
8. Put a circle around each word in sentence No. 7.
9. Put an "X" in the lower left hand corner of this paper.
10. Draw a triangle around the "X" you just put down.
11. On the reverse side of this paper multiply 703×9805 .
12. Draw a rectangle around the word "paper" in sentence No. 4.
13. Call out your first name when you get to this point of the test.
14. If you think you have followed directions up to this point, call out, "I have!"
15. On the reverse side of this paper add 8950 and 9850.
16. Put a circle around your answer. Put a square around the circle.
17. Count out loud in your normal speaking voice backward from ten to one.
18. Now that you have finished reading carefully, do only sentence No. 1 and No. 2.

NONW CENTER FOR CAREER ADVANCEMENT
815 Second Avenue - Suite 901
New York, New York 10017

INSTRUCTIONAL
MATERIAL

PERSONAL DATA:

DATE: _____

Name _____ Date of Birth _____

Address _____
Street City State Zip

Company Affiliation _____

Address _____ Telephone No. _____

Job Title _____

Supervisor's Name _____

Present Salary: \$5,000-\$6,000 _____ \$6,000-\$7,000 _____
7,000-\$8,000 _____ 8,000-\$9,000 _____
9,000-\$10,000 _____ Over \$10,000 _____

EDUCATIONAL DATA:

High School _____ Year Graduated _____

Major _____ Type of Degree _____

College/University _____ Year Graduated _____

Major _____ Minor _____

Degree _____

EXPERIENCE:

List employers, type of jobs held and dates:

_____	_____
_____	_____
_____	_____

Outside Activities, Organizations, etc.

Responsibilities:

_____	_____
_____	_____
_____	_____

INSTRUCTIONAL
MATERIAL

PRESENT JOB RESPONSIBILITIES:

JOB INTERESTS (PRESENT AND FUTURE):

PERSONAL INFORMATION

NAME		LAST		FIRST	MIDDLE	DATE OF BIRTH	SOC. SEC. NO.
ADDRESS		NO. AND STREET		CITY	ZONE	STATE	TELEPHONE NO.
HEIGHT	FT.	IN.	WEIGHT	LBS.	COLOR OF HAIR	COLOR OF EYES	
PHYSICAL CONDITION (LIST ANY DEFECTS)				ARE YOU RECEIVING DISABILITY BENEFITS		PENSION	
WERE YOU EVER ARRESTED? _____ IF YES, DESCRIBE IN FULL _____							

PERSON TO BE NOTIFIED IN CASE OF ACCIDENT OR EMERGENCY

NAME		RELATIONSHIP	
NO. AND STREET		CITY	STATE
TELEPHONE NO.			
NAME OF RELATIVES OR FRIENDS EMPLOYED BY THIS COMPANY			
1)	2)	RELATIONSHIP 1)	RELATIONSHIP 2)
POSITION APPLIED FOR	DATE AVAILABLE	SALARY EXPECTED	
WHAT PROMPTED YOUR APPLICATION		INDICATE SPECIFIC SOURCE BY NAME	
MAY WE CONTACT PRESENT EMPLOYER		ARE YOU A CITIZEN OF THE UNITED STATES (PLEASE CIRCLE) YES NO	

EDUCATION AND TRAINING

NAME OF INSTITUTION ATTENDED	FIELD OF CONCENTRATION	DATE FROM	DATE TO	DID YOU GRADUATE	DEGREE
HIGH SCHOOL					
COLLEGE OR UNIVERSITY					
TECHNICAL					
ADDITIONAL COLLEGE					
HONOR SOCIETIES	AWARDS				

U. S. MILITARY STATUS

PRESENT DRAFT CLASSIFICATION	ARE YOU IN THE MILITARY RESERVE	(IF YES-SPECIFY)	
MILITARY SERVICE	BRANCH	DATE FROM	DATE TO
WHAT WERE YOUR DUTIES IN THE SERVICE	RANK ON DISCHARGE		
TYPE OF DISCHARGE			

OFFICE SKILLS

DO YOU TAKE DICTATION	IF YES-AT WHAT SPEED	WPM	TYPING SPEED	WPM
LIST ALL OFFICE MACHINES YOU OPERATE EFFICIENTLY				
ARE THERE ANY OTHER EXPERIENCES, SKILLS WHICH YOU FEEL QUALIFY YOU FOR EMPLOYMENT WITH THIS COMPANY?				
ARE YOU WILLING TO RELOCATE? _____ PREFERRED AREA _____				
NEW YORK LAW PROHIBITS DISCRIMINATION BECAUSE OF AGE				

LAST FOUR EMPLOYERS

WORK EXPERIENCE

STATE LAST OR PRESENT EMPLOYER FIRST

NAME OF FIRM	ADDRESS	DATE FROM	DATE TO	PRESENT SALARY
JOB TITLE	IMMEDIATE SUPERVISOR HIS TITLE	REASON FOR LEAVING		STARTING SALARY

DUTIES

NAME OF FIRM	ADDRESS	DATE FROM	DATE TO	FINAL SALARY
JOB TITLE	IMMEDIATE SUPERVISOR HIS TITLE	REASON FOR LEAVING		STARTING SALARY

DUTIES

NAME OF FIRM	ADDRESS	DATE FROM	DATE TO	FINAL SALARY
JOB TITLE	IMMEDIATE SUPERVISOR HIS TITLE	REASON FOR LEAVING		STARTING SALARY

DUTIES

NAME OF FIRM	ADDRESS	DATE FROM	DATE TO	FINAL SALARY
JOB TITLE	IMMEDIATE SUPERVISOR HIS TITLE	REASON FOR LEAVING		STARTING SALARY

DUTIES

PERSONAL REFERENCES (DO NOT INCLUDE RELATIVES)
OR FORMER EMPLOYERS

	NAME	ADDRESS	OCCUPATION	YEARS KNOWN
1)				
2)				
3)				

PROFESSIONAL LICENSES AND ORGANIZATIONS

FOREIGN LANGUAGES

SPEAK

WRITE

READ

FOREIGN COUNTRIES VISITED

SIGNATURE

PLEASE DO NOT WRITE BELOW THIS LINE

EMPLOYMENT INFORMATION

DATE OF MEDICAL EXAMINATION	19	SIGNATURE		
ORIGINALLY SELECTED BY	DATE	19	OTIS SCORE	
DEPARTMENT	JOB CODE NO.	STARTING DATE		
DIVISION	TEMPORARY ☐ PERMANENT ☐	RATE \$	HOUR PER WEEK MONTH	
SECTION	EMPLOYMENT APPROVED BY			
POSITION TITLE	71	75	DATE	

C. SPEAKING AND LISTENING

GOAL

It will be noted that this section is devoted not to "speech," but "speaking." The function of speaking as a means of communication is the essential element to be dealt with.

The focus is on heightening the student's appreciation of oral communication; on giving her some approaches to familiar speaking problems, and on helping to establish as habits the specific speaking skills which people need to develop in order to communicate with clarity, sensitivity and force.

To a large extent, speaking is dependent on listening. Communication involves the sending and receiving of meaning; to be successful, the sender and receiver have to have the same understanding of the messages that pass between them. Speaking and listening are thus two sides of the same coin.

The most important element to stress in relation to listening is that it is not a passive, but an active process. Concentration on what is being said, why it is being said and what its significance is for the listener are the important elements to be stressed.

LEARNING OBJECTIVES

Speaking

To become aware of the most important ways in which speaking is a part of one's daily business life

To distinguish between business speech and informal "between friends" speech - to develop an "ear" for speech

To be able to hear one's own speech habits

To understand the elements of effective communication

To recognize the importance of practicing good speech

Listening

To understand the relationship between listening and speaking, and between speaking and writing

To concentrate on the content and meaning of what one hears

To listen for the main ideas as well as points of special interest

To reach conclusions about what is being said, its general significance and its relationship to oneself

PERFORMANCE OBJECTIVES

Speaking

To alter those habits of speech that tend to mark a person as "undereducated" and so limit her job advancement

To encourage students to work on 1) articulating each consonant, and syllable; 2) separating words for clarity; 3) speaking slowly enough so that each part of each word may be understood

To develop greater confidence in being able to stand on one's feet and speak

To improve the student's ability to organize her thoughts and express herself clearly

To help people concentrate on communicating to an audience extemporaneously, projecting the image of an able person in a good emotional state, with good attitudes toward herself and the audience she is addressing

To develop workable plans for continuing to study and practice good speech

To recognize the importance of practicing good speech

Listening

To understand the relationship between listening and speaking, and between speaking and writing

To concentrate on the content and meaning of what one hears

To listen for the main ideas as well as points of special interest

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To help people concentrate on communicating to an audience extemporaneously, projecting the image of an able person in a good emotional state, with good attitudes toward herself and the audience she is addressing

To develop workable plans for continuing to study and practice good speech

Listening

To develop listening attitudes that show interest and concern

To phrase questions for speakers that will help to clarify what is said or supply additional information

To develop techniques of note taking

To learn to transmit to others what one has heard

LEARNING ACTIVITIES

Brief presentation and discussion of the whys and whens of standard English along with the values and richness of Black English and other ethnic strains. Refer to:

"Discussion Starter," excerpt from Roy Wilkins column on Black English, to be found at end of this unit

Sample two-session presentation on the basics of good speech, also included at end of unit

"The Dialect of the Black American," a record (#M6-202784). Western Electric Company, Inc. A Community Relations Presentation. 1970.

Propose, discuss and try to stick to a basic rule. To make an effort to speak correct, standard English in all of the "formal" activities of this course. This means all classroom discussion no matter what the subject. It means not only checking one's self, but listening to each other. It means each person accepting correction not as criticism, but as help. This can be done only if the coordinator, the volunteers and others involved in leadership and interaction follow through and if the students themselves accept the rule.

Spend two or three sessions on the basic elements of good speech. The rest of the learning activities suggested here can best be used by scheduling them throughout the program as needed. Using simple role plays, do a brief speech analysis for each

student to make her aware of the areas she has to work on.

Throughout the program, role plays are of particular value in emphasizing the importance of speaking in daily work situations. Students can be asked to produce their own situations based on their experience.

Role plays: telephone, interpersonal situations involving exchange with fellow workers, supervisors giving oral instructions, clients, public.

Points to watch for: listening, organizing content of response, use of words, non-verbal communication, bearing, attitudes, correct pronunciation and usage.

Have cassette recorders available and get students accustomed to using them and listening to themselves and others. Urge students to acquire their own tape recorders and use them.

Be selective in dealing with speech problems. While problems necessarily differ among individuals, there are certain key problems that are likely to recur. Many of the exercises that are included in Section IV deal specifically with these problems.

Work on specific problems of articulation, pace and pronunciation, such as:

1. Final consonants (doing, supposed, want, and).
2. Midword consonants (government, independent).
3. Slurring, (gonna, gimme, lemme), mumbling.
4. Over-rapid unclear speech.
5. Dis/this; dat/that; git/get; jest/just.
6. Ask/asked; suppose/supposed.

Pay special attention to speaking in public and provide as many opportunities as possible to practice such speaking. (To be coordinated with understanding and organizing material, listening, writing and interpersonal skills.)

Guest speaker at workshop session will give the class information on college opportunities and admissions procedures; on equal employment opportunity and affirmative action programs and the machinery for taking advantage of them.

Do brief report on:

- 1) main idea or ideas
- 2) general significance
- 3) personal implications

Take notes on main ideas, and key facts

Listen for any unfamiliar words or terms you hear from the expert speaker, and mark them down. Try to list at least 5 words new to you, finding and adding the dictionary definitions which make most sense for the context in which the speaker used the words.

Listen to talk on the radio or TV or a sermon in church or a speaker at a meeting. Take notes, summarize and present a report to the class.

As the course proceeds into Section IV where speaking and listening become coordinated with and related to other skills, be sure to keep referring back to the specific information contained in this Section.

DISCUSSION STARTER

What our children need, and other disadvantaged American children as well -- Indian, Spanish-speaking, Asian, Appalachian and immigrant Caucasian -- is training in basic English which today is as nearly an international language as any in the world. Black children can master Oxonian English as well as any WASP child of the English Midlands, but each has to be taught the language. No one is born speaking "black," cockney, pidgin, standard or "white" English. Children learn to speak what they hear and are taught. Let our children have the opportunity and be encouraged to learn the language which will best enable them to comprehend modern science and technology, equip them to communicate intelligently with other English-speaking people of all races, and to share in the exercise of national power.

-- from "Black" English, an
editorial by Roy Wilkins,
The Crisis, April-May 1971

SAMPLE PRESENTATION OF THE BASIC ELEMENTS OF GOOD
SPEECH

Notes: It is suggested that the coordinator try if possible to bring in a college or university professor of speech to give in two or three sessions an overview or mini-course in speaking, and to suggest ways in which interested students may pursue speech improvement in more depth, on their own, through local course or program offerings. It is important to choose a specialist with experience in relating to adults who speak non-standard English, and to cue the speech resource person in on the career orientation of the program.

Following is a brief outline of a two-session mini-course on speaking conducted in 1974 for the National Council of Negro Women by Professor Robert J. Wilson, Speech and Theatre Department, City College of New York.

A. Four principal elements these sessions will deal with are:

1. Articulation: using the tongue, teeth, lips and jaws. Suggest buying or using available cassette tape recorder: read aloud, train one's ear, listen to one's own articulation in order to improve it.

The newly speech-conscious student should use the dictionary for help in articulating the separate syllables of each word. Dictionary shows how each word is divided into syllables, and provides stress marks and a pronunciation guide.

If a word is giving you trouble, look it up in the dictionary. Take your time, break it down, say it syllable by syllable.

2. Rate: To be understood, speak slowly. Set a good tempo. Give yourself time to pronounce vowels, consonants, diphthongs.

For further work, suggest obtaining and studying IPA, the International Phonetic Alphabet. Particularly helpful for foreign-born students.

3. Use of language, syntax.
 4. General bearing: non-verbal communication, attitude
- B. The whys and whens of standard English, along with the values and richness of Black English and other ethnic strains.

In many parts of the country, most people just do not use the jaw when they speak. Talking is a very relaxed kind of thing: "Hey, how you? Wheah you goin'?"

To say, "Hello, how are you?" takes effort. What's more, as I discuss it among my own friends, we all feel we sound pretentious, or stuffy, when we try to speak well among one another. And we must deal with that.

It's natural for all of us to feel that our friends will ask, "Hey, where you coming from? What're you trying to do?" if we suddenly start articulating and speaking like a television news announcer.

You must realize one thing. Learning to speak well does not mean trying to lose anything you have.

You are just trying to learn how to communicate effectively -- not only at one level, but totally: you want total communication. You want to communicate at home, on the job, at a party, anywhere.

And if you don't think we can switch roles like this, you're wrong: this is exactly what we do. We are switching roles

all day long.

I'm certain that you do this at the job. If you talk to a co-worker, you certainly don't say, "Did you have a good time last evening?" But when you're answering the telephone, if your diction is not good... if your articulation is not good... it makes problems. How many times have you picked up the phone and had to say to the other party, "What did you say?" Which means: if you have to answer the phone, you have to take your time. You have to say "hello" and take your time, so the person can understand you. Otherwise you're wasting the caller's time and your employer's time.

C. Involve students in presentation of various speech elements.

1. Stand up in front of class, state your name, and tell us your career objectives. How do you feel about the way your voice sounds (i. e. quality, volume, rate, articulation)?
2. Classroom role play: telephone company representative and aggrieved customer. Complain about a long-distance charge for call you never made. Logically develop your case (customer) or point of view (telephone employee). Have students evaluate speaking and reasoning techniques of participants.
3. Homework assignment: Interview someone and prepare to deliver a five-minute verbal report of the interview in class.
 - a. Be specific about with whom, where and when the interview took place.
 - b. State the purpose for selecting the topic and/or the person interviewed.
 - c. Explain your previous assumptions about the topic and/or person interviewed, vs. your reaction after the interview.

- d. State anything that you feel would be enlightening to the audience.
- e. Prepare notes, but not a written-up report of the interview. You'll be talking informally, not reading a script.

D. Some tips for effective speaking in public:

Not to exhibit, but communicate

To win a response

Extemporaneity

Project the image of an able person in a good emotional state, with a good attitude toward herself and her audience

E. Work on common problems in class (sample findings follow).

Leaving off "th" sound	with
Dropped endings	want, and
Slurring words together (separate words for clarity)	gimme that give me that
Others:	sussessful for successful ask for asked hissself for himself bitness for business

D. WRITING

GOAL

To enable students to express themselves effectively in writing, and to develop the confidence and additional skills they need in order to produce professional-level business communications.

The principal aim is to make students aware of the many different ways in which language-arts competencies -- grammar, usage, spelling, punctuation, capitalization -- are an intrinsic part of effective clerical or supervisory job performance; and to help them recognize and begin to acquire some of the specific skills they particularly need to develop.

Problems are deliberately not isolated and handled separately, as in traditional high-school, adult or college language arts courses. In our experience, the students' most common and persistent areas of difficulty prove time and again to include: the sentence, subject/verb agreement, tenses, pronoun reference, spelling, punctuation. These language problems present themselves in real life not singly but in bundles, and with interrelationships it is important for people to recognize and deal with.

The goal throughout, therefore, is to help students, again and again at different levels, become aware of their particular weakpoints as they impinge on clerical job performance, and to give them the tools which can help them become increasingly more adept at rechecking and correcting their own written work. The stress is on enabling people to continue learning and self-development in the areas where they most need help.

Extensive use is made of two natural vehicles for teaching language arts in terms of job performance: 1) proofreading, and 2) transcription. In addition, regular original writing assignments help both the student and teacher deal with particular problems in the most telling way: as they emerge in the

student's own words.

In office situations, typing and correcting material written by others (proofreading) and typing material dictated by others (transcription) generally precedes composition of one's own memos, letters or reports.

In some respects, however, the first two tasks are more complex than the last. Proofreading involves the relationship between reading and writing. Transcription encompasses both listening and writing. In both cases, the words involved are not the writer's own and so may be unfamiliar. The sentence structure may be complex and the punctuation non-existent. In many ways it is easier to write a letter or a report oneself, than to put someone else's words into acceptable written form. At least with original composition the writer can choose the words, frame the sentences and style the product to fit within the area of knowledge that is best known and understood.

It is of particular importance to emphasize that the beginning stenographer or shorthand student may do very well at writing her outlines quickly and reading them back, but that when it comes to spelling, punctuation, word form, sentence and paragraph structure, the letters may bear little resemblance to the dictation.

In this section, therefore, we will deal with three forms of writing: proofreading, transcription, and composition. All three need to move along together if the student is to build technical skills and to enhance self-expression.

Although this curriculum does not incorporate specific assignments and exercises from textbooks, such work is suggested, and left up to the judgment of the individual English instructor as particular problems demand intensive attention and explanation. Four texts recommended for use in this program are: Essential English Grammar, by Philip Gucker, Dover paperback, #0-486-21649-7 (\$1.25); A New Guide to Better Writing, by Rudolph Flesch and A. H. Lass, Popular Library paperback, #445-08264-095 (\$.95); and 6 Minutes a Day to Perfect Spelling, by Harry Shefter, Pocket Books, #671-77319-4 (\$.95), and A Simple Rhetoric, by Maurice L. Sutton, Larry M. Sutton, and W. Ronald Puckett, Holbrook Press, 470 Atlantic Avenue, Boston, Massachusetts 02210,

(\$3.50). Finally, each student should have the paperback American Heritage Dictionary.

Proofreading and Transcription: LEARNING OBJECTIVES

To develop an understanding of the connections between reading and writing, listening and writing, speaking and writing

To sharpen one's skills in listening for meaning and content

To develop critical faculties in reading for content and for technical construction

To learn to catch one's own errors

Proofreading and Transcription: PERFORMANCE OBJECTIVES

To develop the ability to recognize and correct errors of spelling, punctuation and grammar

To expand one's working vocabulary

To raise the level of one's language arts competency to match one's typing and shorthand abilities

To raise one's own expectations of one's ability to achieve correctness in language arts

Composition: LEARNING OBJECTIVES

To become aware of the many ways in which writing skills are needed in the course of advancement up the clerical ladder

To understand the relationship between thinking and writing

To recognize the many components which go into the production of a written business communication

To become aware of one's own most troublesome writing problems

To appreciate the importance of understanding and practicing "the right way" until it becomes natural

To familiarize oneself with new tools and processes for checking and rechecking one's written work

Composition: PERFORMANCE OBJECTIVES

To communicate a message clearly and effectively in one's own written words

To develop the ability to manage sentence structure and incorporate it into written material

To identify and work on long-standing problems of grammar and usage

To overcome problems created by poor spelling

To capitalize and punctuate properly

To write simple, understandable letters and reports that are free of errors in spelling, punctuation and grammar

To develop workable plans for continuing to study and practice written English

To judge the total contents of written communication carefully, checking to make sure it makes sense, states its message clearly and is consistent

LEARNING ACTIVITIES

A good proportion of the task-related activities in Section III deals with writing. What needs to be stressed here is that the three elements of writing that we have singled out - proofreading, transcription and composition - require concentrated attention and need to move along together. Training in the stilted, automated

production of business forms and letters will not help a person to develop the language skills that will enable her to think and write clearly and simply. Nor will expansion of abilities of self-expression by itself enable people to organize their material and present it well.

In order to develop the skills needed to perform the tasks related to writing in business, considerable time must be spent, and opportunity provided for practice in 1) proofreading, 2) dictation and transcription, and 3) original composition.

Proofreading

In addition to working on the proofreading exercises included under a number of the tasks in Section IV, students should be encouraged to work up their own materials: Bring copies of their supervisor's handwritten notes to class. Ask friends and associates to collect material for them. Proofread the newspaper. Proofread each other's reports, letters, compositions. Question words, sentences, punctuation when in doubt at any and all times in class. Check and doublecheck and use references.

Dictation and transcription

If at all possible, every class should set aside 10 minutes for dictation, both by the teacher to the students and by students to each other. This can be taken down in longhand of course, but if any students have shorthand skills this is a good opportunity to practice. Correcting one's own work (or that of another student) from an accurate copy also helps to develop proofreading skills.

Original Composition

The most basic learning tool of all will be the student's own writing, as practiced in regular classroom and homework assignments. Every instructor has her own way of teaching and it is not the purpose of this guide to turn anyone around. However, here are a few general observations and guidelines based on the needs of the particular group with which we are concerned.

It is vital, first of all, to engage students at the very start in classroom discussions and reading assignments around which

they clearly have ideas and opinions they want to get across. A brief composition assigned around a controversial subject or a topic of intense interest can challenge the student to exercise the thinking and writing skills she must command in order to express her own convictions in terms of her personal experience.

Students will be quick to recognize that even good ideas, well thought out and organized, lose much of their force and effectiveness unless the written words conform to the widely accepted conventions of formal written English. An incomplete sentence, a misspelled word, a confusing welter of clauses and subclauses labels the writer inept, distracts the reader's attention or, worse yet, makes it hard to understand what is being said.

It can be anticipated that the following problems will be identified, early in the program, through the student's written compositions and performance on exercises and other learning activities:

Managing the Sentence:

1. Emphasize that the sentence is the basic unit of written English, yet one which many people have serious problems in handling.
2. Present the management of the sentence as the central writing competency to be acquired, throughout program.
3. Start by working out, through discussion, a definition of the sentence: i. e., "a single complete utterance which usually contains a subject and a verb."
4. As program proceeds, take up such common problems as the sentence fragment, run-on-sentences, clauses, parallel structure, transitional words and phrases.

Subject-Verb Agreement:

1. Point out that subject-verb agreement is a problem that is common both in speech and writing -- and particularly stubborn because it is reinforced by the way people actually speak in informal situations.

More amenable to correction in writing -- because one has time to look the situation over, find the subject, and make sure the verb agrees, no matter how unnatural the right verb may sound at first.

2. Develop an awareness of subject-verb agreement as a problem: correct oneself and others throughout the program, and expect the teacher, tutors and staff also to be on the lookout for examples in speech and in writing.
3. Particularly troublesome subjects: "list of four items is included," for example -- and verbs like go, do, be. Develop some simple guidelines and textbook references to help students understand the basic grammar involved, thus developing the ability to make sure all subjects and verbs agree in the papers they produce. Expect to spend time regularly in the classroom reviewing variations of this problem. It is important for the instructor to recognize this as a semester-long undertaking. Don't try to tackle the problem once in depth and clear it up: it is more useful to take it up regularly, going into basic grammar questions only when the students reach the point where they are asking for such information. The stress should be on continuing practice in the proper use of subjects and verbs, with appropriate instruction and exercises to clarify problems throughout the semester.

Spelling

1. Stress spelling as perhaps the single most obvious language-arts competency one must acquire to be a successful typist, secretary or supervisor (who must often oversee the written work other clericals in her department produce).
2. Many people -- high school and college graduates, clericals and professionals -- have basic spelling problems. No one should expect to become a good speller overnight or in a single semester program.

Everyone can expect, however, to learn to cut down significantly on the handicap their natural spelling habits imposes. The idea, in this course, is to help students become aware of their particular shortcomings as spellers, recognize the kinds of words that give them trouble, and take the time and effort to do something about it when it is important to produce a perfectly spelled document.

3. Check out the language arts skills self-assessment sheet to see how students in the program rate themselves as spellers. Propose a program-long effort to work on spelling, and get agreement from the class to 1) keep a Spelling Notebook listing their own personal "spelling devils," 2) check all written assignments, in class and at work, for spelling errors -- in the dictionary and special spelling textbook.

Punctuation

1. As students study and practice the management of the sentence - simple, complex and compound - introduce the subject of punctuation.

Stress the idea that punctuation should at all times be an aid to communication, and should be kept to the minimum.

Let students know that the main goal in this program will be to come to grips with the most troublesome punctuation mark of all; the comma. Commas are signals to the reader to slow down, for a variety of reasons. As one learns sentence structure, it becomes second nature to know when a comma is needed, and when it is not needed.

2. Help students identify and work through any additional punctuation conventions which may be giving them trouble in their office or school work.

Capitalization

1. Students should be cautioned against the indiscriminate sprinkling of capital letters in what they compose, copy or transcribe.
2. Proper use of capital and small letters tells the reader a great deal about the professional skill of the writer or typist.
3. Use of a small letter does not diminish the importance of a particular word or insult the person or institution mentioned (i. e. , John Smith is president of the company his father founded).
4. When correction of compositions, proofreading or transcription exercises indicate the need, there should be some review of the relevant capitalization rules and conventions governing the use of capital and small letters.

E. READING AND VOCABULARY

GOAL

One practical focus of the reading component in this program is to sharpen the student's ability to analyze and extract the information she needs from the written materials she deals with at work.

Equally important, new reading sources and habits should be cultivated as the single most important tool people have for continuing to build more extensive vocabularies. Students generally recognize the need to expand their working and general vocabularies, and see this as an imperative for advancement at work or in continuing education. A two-semester program devoted to far more than vocabulary-building cannot be expected to mushroom the range of anyone's vocabulary dramatically; it can, however, give people the motivation and the tools to begin the process of steadily augmenting their vocabularies and their ability to handle unfamiliar words and phrases.

Perhaps most essential, the goal is to engage the students' interest in a variety of important new sources of information, ideas and reading pleasure which they might not have found or tackled on their own.

The reading materials selected for use in this program should not only expose the student consistently and repeatedly to well-written standard English, but should also introduce her to thought-provoking ideas, information and images. As the semester begins, some time should be devoted to basic reading skills, as they relate to increasingly complex office tasks and as they provide the bases for weekly assignments in writing, speaking, systems know-how and career development. By mid-semester, particular stress should be laid on developing first the student's confidence in the value of her personal opinion of what she has read, then on developing her critical abilities; next on helping her differentiate between the general and personal significance of any given work; and finally on stimulating her to use to her own personal advantage the knowledge she has gained from reading.

Reading, like listening and writing, must be an active process, linked to the specific goals students are set on accomplishing.

LEARNING OBJECTIVES

To focus on overall content and meaning;

To distinguish fact from opinion;

To identify and develop basic reading skills as tools for dealing more effectively with content:

- finding the subject matter
- determining the main idea or generalization
- identifying the supporting details
- determining the broad significance
- drawing one's own personal conclusion

To understand the meaning of a word or phrase in the context in which it is written;

To recognize how much deliberate work, practice and study it takes to absorb a new word into one's permanent vocabulary;

To begin systematically to build one's own vocabulary;

To develop an eye for good writing, and an appreciation of the various components which go into effective writing;

To learn to use selectively and critically the mass of written material available offering the information students need in order to make informed decisions on their futures in business, in higher education and in their personal lives;

To develop new sources and habits of reading for sheer pleasure.

PERFORMANCE OBJECTIVES

To spot the key words or phrases one does not understand clearly, and develop a regular habit of using the dictionary to clarify the meaning of reading matter;

To scan effectively -- for the main idea, for particular details, information or references;

To summarize the author's overall intent -- in discussion or in a written theme -- and communicate one's own reaction to the ideas of the writer;

To analyze, critique and use written materials for a variety of stated purposes.

LEARNING ACTIVITIES

Session on reading as one's principal source for learning new words -- at work, in school, and generally. This program should give the student a head start in the continuing effort to pick up new words -- plus the new self-confidence one needs as one moves onward and upward into unfamiliar situations.

Encourage students to make and keep a vocabulary notebook, with words on one side of each page, a simple definition of the new word as used in the opposite column.

Make entries at the minimum after each reading assignment. Better yet, collect additional "new words" at work, and enter these also into the notebook. Keep checking back at intervals, reviewing the words and how many meanings one can remember without looking.

Special homework assignment: use a word new to you in conversation during the week, and report back in class on what the word was, how you worked it into a conversation, and what reaction you got, if any.

Stress the long-range importance of expanding one's vocabulary, both at work and in general. This should be done not simply for the sake of adding words; far greater benefits are involved.

Link an expanding vocabulary to an expanding chance to get admitted to and do well in college. College admission tests are based largely on an applicant's verbal performance -- largely the ability to recognize words and deal with their relationships to one another. Experience has proved to educators that there is a high degree of correlation between an applicant's vocabulary skills and the potential for successful college achievement.

Students seriously interested in college enrollment should be introduced to some well selected, simple analogy tests to give them some practice both in vocabulary and in understanding the relations and concepts that analogous sets of words are intended to convey.

Session on the dictionary: how to use it effectively to check the meaning of words that seem puzzling or totally unfamiliar in context. Checking the various definitions of single words with many meanings. Learning about certain roots: clues to the meaning of words.

Refer to: A Simple Rhetoric, by Sutton, Sutton and Puckett.
Section IV Task, "Use Dictionary"

Reading and Work

Brief presentation and discussion of the need to develop increasingly specialized reading and research skills as one moves up the clerical job ladder.

The value of learning to scan for the main idea and to distinguish between the important and the insignificant increases as one moves from such simple tasks as routing mail, filing and organizing materials to more complex assignments -- such as locating the particular correspondence, reports or

articles one's supervisor needs in order to report on a subject or respond to a specific question. Reading for research requires still more specialized knowledge and skills in finding information from newspapers, journals, company libraries, centralized files, general libraries.

A variety of task-related learning materials are suggested in Section IV to help underline the direct connections between reading skills and job performance -- and to introduce students to specialized reading and research techniques.

Reading and Writing

Teachers and tutors may use reading selections to reinforce the intensive work students are doing in order to deal with specific problems of grammar, usage and composition.

Since most proofreading and grammar-book exercises necessarily expose students to both the incorrect and correct versions of any problem being tackled, reading good prose analytically does offer one valuable method of helping immerse the student in seeing and recognizing "the correct way."

The instructor at any point may thus select a reading assignment to point up, for instance, the effective use of well-constructed, varied sentences; to illustrate good organization around a topic sentence; demonstrate how much the precise and proper use of verb tenses contributes to the clarity of a narrative.

Reading and Personal Development

As the student begins to investigate the various options open to her at work, in higher education and in the general enrichment of her life, she should be encouraged to develop a knowledge of and appreciation for a wide variety of reading experiences, including poetry, short stories, essays, articles from a variety of newspapers and magazines, including business newspapers, magazines and journals.

Section III, "Career and Education Guidance," incorporates a semester-long series of workshops and homework assignments which involve students in getting, reading, evaluating, and using a variety of corporate and educational materials for their own personal benefit and long-range advantage.

SECTION III

CAREER AND EDUCATION GUIDANCE

- A. INTRODUCTION
- B. DEVELOPING SELF UNDERSTANDING AND PERSPECTIVE
- C. EVALUATING YOUR POTENTIAL FOR CAREER ADVANCEMENT
- D. APPLYING FOR A NEW JOB OR PROMOTION
- E. INVESTIGATING EDUCATIONAL ALTERNATIVES
- F. SETTING CAREER AND EDUCATION GOALS AND DEVELOPING A PLAN FOR ACHIEVING THEM

III. CAREER AND EDUCATION GUIDANCE

A. INTRODUCTION

The purpose of this Section is to help students put together their knowledge, their technical skill, their problem solving abilities and their experience in interpersonal relations in a way that will enable them to negotiate the job and education systems for their own advancement.

The survival techniques of people whom society classifies as "undereducated" and "economically deprived" are very different from the characteristics needed for advancement in business. The fact that people have gotten a toe-hold on the bottom rung of the job ladder does not, of itself, change their attitudes, habits or expectations. Nor, it must be recognized, does society's attitudes toward them undergo any significant change. For the most part they are seen - and they see themselves -- as outsiders who cannot expect to follow traditional career advancement paths. One of the major objectives of this program is to help students to break out of this cycle of self-defeating expectations - their own and society's.

This Section will describe some ways in which students can be encouraged to look at the world of work in which they are now involved and to think about how they are going to advance in it.

Also, a variety of activities will be suggested for self-evaluation; for setting educational and career goals and planning to achieve them.

Since all the "workshop" units are directed toward the same objectives, this Section is organized differently from the others. First there is a general statement of learning objectives and performance objectives. Next there follows separate units which cite specific goals and deal primarily with suggested activities.

It is left to the coordinator to decide on the most effective way to relate these sessions to those devoted to language arts. At least two career workshops a month are suggested; this has proved a successful way of emphasizing the job-related nature of the program. Also, to the extent that these workshops help to build self-confidence, the students will find that their learning capacity increases in other areas.

The learning activities in this unit are designed to help the student develop a general perspective which will ultimately assist her in deciding what direction her life should take. By exposing her to new experiences and new ways of thinking about herself, these activities should lead to an expanded awareness of her own potential.

NOTE: This Section should be considered experimental. The work conducted in the workshops and with this curriculum has served as the basis of a systematic career development program of the new NCNW Women's Center for Education and Career Advancement in New York.

OVERALL LEARNING OBJECTIVES

To help the students to gain the information, the confidence and the ability to act realistically as they move ahead in their education and their job.

To know how the company one works for is structured and how to fit in most successfully:

What are the career ladders?

How does one move up? What are the qualifications for particular jobs?

How does one move into other than clerical areas?

What about training programs, company tuition reimbursement plans?

What is the procedure for applying for promotions?

What are the employee evaluation procedures in the company?

To develop information about jobs one can move into with relatively little more training:

Where do these jobs lead?

What do jobs require and what do they pay?

What are some of the working conditions in some of the various areas of employment?

To learn about opportunities for higher and continuing education:

What are the costs?

What financial support is available?

What are the requirements for admission?

What education is needed for particular kinds of jobs?

To gain an understanding of some principles of interpersonal relationships with a variety of people at different levels and in different contexts:

The nature of business relationships as distinct from social relationships;

How to have a successful job interview;

How to be supervised;

How to relate to peers on the job;

How to help and supervise others.

To develop the ability to evaluate one's own knowledge and skill and the confidence to project it to others.

OVERALL PERFORMANCE OBJECTIVES

To be able to decide on career objectives and commit oneself to acquiring the education and skill needed to achieve them.

To take the steps necessary to find out company policy on promotions, training, evaluation, tuition reimbursement, etc.

To take steps necessary within company policy in order to advance.

To be able to deal with people according to their roles in the business world - supervisors, peers, public, personnel interviewers.

To prepare and commit oneself to a written learning and career plan.

B. DEVELOPING SELF UNDERSTANDING AND PERSPECTIVE

GOAL

To provide the opportunity, the tools, and the support people need to examine their lives and their experience in terms of future goals.

LEARNING ACTIVITIES

1. Personal Interview. Early in the program, every student should have a personal interview with the coordinator. This will give the student an opportunity to talk about her objectives as she sees them on entry into this program, and the coordinator her first chance to focus attention on longer range goals. It will show the coordinator where to provide help. It may suggest a connection to be made with a volunteer. It will also be tangible evidence of concern for the student as an individual. It will begin to involve each student more fully in her own education.
2. Group Discussion. It is suggested that the general pattern of the first few sessions consist of "homework" reading and writing assignments followed by group discussion. The main goal: expanding alternatives. Women who enroll with only a general notion that they want to advance in their careers have not considered all their options because they are not accustomed to thinking outside the context of their present worlds. Throughout this unit, discussion should be directed to raising self-esteem and thereby reducing the probability that the women will undervalue themselves and their abilities.

The discussion should be conducted by a woman skilled in consciousness-raising or sensitivity techniques. Listening to what is on other women's minds helps generate thinking in new areas of self-development. By involving each student in the discussion, the leader can stimulate the students to articulate (perhaps for the first time) how the fact that they are women may influence their career decisions. Sharing feelings and experiences with other women helps establish a more thoughtful perspective.

Group discussion should focus on: 1) how the reading assignment relates to the individual student as a person, and 2) how each student feels about the positions put forth in the assigned article.

The first group discussion might center around any current and interesting article about women's roles - as wife, mother, career person, minority woman. (Illustrative sample on stereotyping follows.) Distribute material in advance and ask each participant to prepare a few brief paragraphs to bring to class. This requires people to think through their opinions and creates a springboard for useful discussion.

As the various discussion sessions proceed, there should be an increased emphasis on the participants as individuals. An atmosphere should be provided to encourage each student to consider and raise questions about every aspect of her life. Workshop sessions should enhance each student's awareness of the factors she must weigh as she makes plans for the future.

However, before the student is ready to set her own goals, she must become more familiar with the process of identifying those areas of women's lives where goal-setting is possible, and of looking at them in both short and long range terms. She should move then to taking stock of her own life. Working from a wider general perspective to a narrower, more personal one will give her a wider spectrum of possibilities from which to choose for herself.

3. Individual Assignments. (Student materials follow.)

- a. Reading assignment on "Race and Sex Stereotype." Read and prepare a few brief paragraphs of personal reactions.
- b. Writing assignment on Important Elements in a Woman's Life. This assignment will help the student develop long and short range perspectives in terms of women's lives in general. By asking her to generalize about all women, the assignment encourages her to reach outside the context of her own experience.
- c. Writing assignment on What Will You Be Doing with Your Life? This assignment requires the student to ask herself what directions her life will take. It should

demonstrate the need for planning; and it should indicate that she can exercise some degree of control over her future by beginning now to assume responsibility for it and plan for what she wants. This exercise is particularly important for women who are not accustomed to thinking of themselves as able to have direct and active influence on the things that happen in their lives, but who rather react to whatever befalls them. It will encourage students to take the initiative in planning their lives rather than remaining passive.

- d. Self Analysis Form. The student should set aside some time during which she can be alone to consider the questions asked. The relationship of this form to her eventual career plan should be pointed out so the exercise does not appear frivolous. Point out that the answers she gives might tell her something about the kind of job she enjoys most. For example: a student who answers that one of the things she least enjoyed was being left in charge of the office when her boss was on vacation should probably think about whether she wants to pursue a career that would involve a great deal of individual responsibility and supervision of other workers.

By identifying what she has found satisfying and rewarding in her own life to date, she will be in a better position to make judgments about her plans for the future. Equally important, she will form the habit of articulating to herself how she feels about a given experience -- an important aspect of improving self-awareness.

Race and Sex Stereotypes

Of the numerous parallels between racism and sexism, three are most significant. Others exist, of course, but these three are continually used against minorities and women with injurious effect.

Race and sex stereotypes are the first and single most handicapping factors facing us today. Stereotypical images in movies, in books, in the news and entertainment media, and finally, in our own minds, deny minorities and women pride and the will to change. The use of these stereotypes—from the ancient image of the shuffling, absent-minded servant to the contemporary "I'm Cheryl, Fly Me"—have denied minority groups and women a positive self-image. Such images have steered them toward occupations traditional for their race and sex, and have limited their perception of possible goals and accomplishments.

These stereotypes exist historically in education as well as in the media—and they have been reinforced by a discriminatory legal system. The Nation's public schools regularly purchase and use textbooks and other learning materials which exclude blacks from their pages and place girls and women in stereotyped roles.

A survey by one feminist group of 134 elementary school readers in use across the country found that boys portrayed outnumber girls five to two. Adult males were portrayed in 147 different jobs, while females were shown in only 26. The jobs in which females were portrayed required less intelligence, were one-dimensional and nonadventurous, were rarely outside the home, and generally did not involve decision-making.

A black or Chicano student might wonder whether he or she ever existed after reading the textbook world. A girl surely might ask if she could be anything other than a housewife, a secretary, or a nurse.

200 Words A Minute

With the great influence of visual perception on the human mind, nothing could be more critical than including males and females of all races and nationalities in various roles on television. There was a time you could not find a single black person reporting the news, analyzing the actions of a world leader, or even needing some mouthwash in the morning. Nor can you still find many women whose fulfillment does not come from washing dishes with Super Brand X, typing 200 words a minute, or changing diapers while hubby goes to work.

The media's failure to include minorities and women in a variety of roles not only projects a distorted picture of the real world but also bolsters the viewer's negative race or sex-biased concepts. If you believe that all blacks are loud, trifling, and lack intelligence, *Amos and Andy* would largely substantiate that negative impression. Even if the program could be defended because of its humor, where were the prime time programs with blacks cast in offsetting roles, such as *Black Journal*, *Agronsky and Company* (featuring Carl Rowan), *Room 222*, etc.?

Strides are being made with regard to minorities but not with regard to women. All too many negative images of women still appear on television, particularly in advertising. It is difficult to turn on the tube and not find voluptuous women selling something—clad either in some product or in next to nothing. After all, women equal sex and sex sells.

Three-fifths of A "Man"

A second parallel between sexism and racism is the extent to which the law and our system of justice have perpetuated the oppression of minorities and women. Our government of laws, not men, began by describing blacks and women as non-persons. The Constitutional Convention declared a slave equal to only three-fifths of a man. Only white males were included for purposes of voting and taxes.

Thus from the beginning our Nation's lawmakers gave minorities and women second-class treatment. Except for the 19th amendment, Congress did not act until 1964 to safeguard the rights of minorities and women.

During congressional debates in 1869 on the 15th amendment, Southern senators attempted to defeat the amendment by including language which would have enfranchised women—an unthinkable, laughing matter in the Reconstruction era. This tactic, which seeks to set minorities and women against each other, has been used several times since—most notably in 1963, during debate on Title VII of the 1964 Civil Rights Act.

The courts, like Congress, have played a mixed role in determining the legal status of women and blacks. From *Dred Scott* until *Brown v. Board of Education*, black people suffered from adverse Supreme Court decisions. Similarly, women have been plagued by a judiciary unwilling to act on the many inequities based on sex.

In *Bradwell v. the State* (1873), the Supreme Court held that women could be denied a license to practice law. The Court went to great lengths to explain the "roles" of women (translate: wife and dependent) and men, and how the practice of law was not a woman's mission. A recent decision, *Frontiero v. Richardson*, may be for women what *Brown* was for blacks. The Supreme Court held that discrimination and separate treatment, or distinctions based on such artificial factors as sex, are as "inherently suspect" as those based on race.

The Equal Rights Amendment

The Equal Rights Amendment, which would do much to improve the legal status of women, seems to me to be born of much the same spirit as was the 14th amendment to the Constitution. The ERA would establish the fundamental legal principle with regard to sex that the 14th amendment established with regard to race—that the law must deal with the attributes of an individual, not with classifications based on biology.

'Equality of rights under the law shall not be denied or abridged by the United States or by any State on account of sex.'

As Commissioner Frankie M. Freeman of the U.S. Commission on Civil Rights has noted, "The 14th amendment has been of crucial importance in achieving whatever gains we, as black people, have made. While it has not eliminated racism, it has provided the legal basis for doing so. The Equal Rights Amendment will provide women a status as persons under the law."

The Clearest Example

Although employment discrimination based on sex or race is unlawful, it still occurs. The Equal Employment Opportunity Commission received 33,948 complaints during fiscal 1973. Of these, 15,719 were from women, but not necessarily because of sex discrimination.

Many victims of discrimination are unaware of what they can do. Some accept discrimination for fear of reprisal or because relief is expensive and time consuming. Employment discrimination is perhaps the clearest example of the adverse effects of race and sex discrimination. The "white male club" has prevented for years the economic advancement of minorities and women into higher job classifications and decision-making positions, and hence has kept them dependent and out of the economic mainstream.

Women have often been labeled "unqualified" or non-supervisory material for the same specious reasons that blacks were denied employment and promotions for 200 years. Affirmative action plans and the new enforcement powers granted to the Equal Employment Opportunity Commission promise much, however, for the future.

It is important to note here that black women suffer a kind of double jeopardy when they seek employment. Although historically both black men and women suffered from racial prejudice when looking for a job, it may now be difficult for a black woman to determine whether she is being discriminated against for reasons of race or sex. If she has a B.A. degree in anthropology and is asked to type, she will no longer have to guess—white women suffer the same fate.

Even if being both black and female is beginning to be a plus for black professional women who get counted twice in affirmative action plans, the vast majority of black women are exploited in the labor market. They are paid less for the same work that men do and are relegated to low-paying, dead-end jobs. They also constitute a surplus labor supply. In 1971, nearly half of all employed black women worked as household domestics or in service occupations not covered by the Federal minimum wage.

Political Participation

A third example of the parallels between sexism and racism exists in the political arena. Congress first granted the right to vote to freed male slaves through the 15th amendment, and later to women through the 19th amendment. Yet few follow-up measures were enacted until passage of the 1965 Voting Rights Act. Since then, more than 1,444 black officials have been elected to public office in the 11 states of the old Confederacy.

No similar legislative effort to encourage and ensure political participation by women seems forthcoming, perhaps because women do not suffer reprisals of the type experienced by blacks in the South. Still, women's participation is limited by the lingering effects of pre-suffrage ideas about a woman's "place."

Recently women have begun to seize the challenge without legislative assistance. As Congresswoman Shirley Chisholm argued in her book, *Unbought and Unbossed*, it is time for women to stop making coffee and cake for the party socials and to start making some of the decisions.

Congresswoman Chisholm's election to the House of Representatives in 1968 presaged an era in which many women new to the national political arena (three of them black) would not only successfully seek election but would have a profound influence on the political and legislative process.

THE MOST IMPORTANT ELEMENTS IN
A WOMAN'S LIFE

Assignment: Write a composition in response to this question:

WHAT DO YOU BELIEVE ARE THE MOST IMPORTANT
ELEMENTS IN A WOMAN'S LIFE AT THE AGES OF:
25? 35? 45? 55? 65?

You should answer this question in relation to women in general;
you might think about what is important to the women you know
who are those ages as a way to get started on your answers.

Answer these questions in the terms that have the most meaning
for you. You may write as little or as much as you like; you may
select whatever format you find easiest to handle.

You may use the areas listed below in responding to the questions
but you are not required to deal with any or all of them if that
is not the way that you choose to respond to the questions.

Husband or mate
Children
Family in general
Health
Sexual fulfillment
Self-reliance
Independence (financial and otherwise)
Level of education achieved
Job status and prestige
Job satisfaction
Salary and benefits
Self-expression and self-development.

WHAT WILL YOU BE DOING WITH YOUR LIFE?

Assignment: Write an answer to the following question:

WHAT DO YOU THINK YOU WILL BE DOING AT THE AGE
OF 30? at the age of 40? at the age of 50? at the age of 60?

You should try to form a picture of the woman that you will be at these ages; your response should be a series of profiles of yourself at these various stages in your life.

In answering the question, consider your current plans. If you haven't made any plans yet, try to figure out what you will be doing if your life continues as it is now. You should concentrate on what expectations are realistic given your job history and your educational background.

If you aren't satisfied with the direction your life will probably take, then you might think about what you can do to change that direction for the better. You may also want to set goals for yourself and discuss the ways in which you can better insure achievement of them.

The following areas are some that you might want to consider when you write your profile for the ages suggested.

Family: marital status, children, responsibilities

Job: career position, salary, benefits

Personal development: achievement of goals, independence,
confidence, self-fulfillment,

Education and Training: college, vocational training,
on the job training

SELF ANALYSIS FORM

1. Think carefully about all of the things you have done in your life. List the five things you enjoyed most. Next to each one, explain why these things gave you pleasure. Do not limit yourself to work activities.

ACTION	REASON
A.	
B.	
C.	
D.	
E.	

2. Think carefully about all of the things you have done in your life. List the five things you enjoyed least. Next to each, explain why you did not enjoy these activities. Do not limit yourself to work activities.

	ACTION	REASON
A.		
B.		
C.		
D.		
E.		

3. Think carefully about all of the things you have achieved in your life. List the five achievements of which you are most proud. Next to each achievement, explain why you are most proud of these achievements.

ACHIEVEMENT	REASON
A.	
B.	
C.	
D.	
E.	

4. Think carefully about all of the activities you have participated in during your life. List the five situations in which you have felt most confused, frustrated or otherwise dissatisfied with the results of your efforts. Next to each situation, explain what made you feel as you did.

ACTIVITY	REASON
A.	
B.	
C.	
D.	
E.	

C. EVALUATING YOUR POTENTIAL FOR CAREER ADVANCEMENT

GOAL

The activities in this unit are designed to help the student assess her opportunities for career advancement with her present employer as well as to explore other career options.

LEARNING ACTIVITIES

1. Learn About the Company You Work For. Workshops on this topic have two initial purposes: to demonstrate to a student how well she understands the workings of her company; and to show her where and how she can improve on that understanding.
 - a. First have the students respond to the questionnaire, What Do You Know About Your Company? It covers important and general information every employee should know, but is often unlikely to have at her fingertips. Discuss as a group the various gaps of information. Encourage students to take the questions they cannot answer in to their offices for further research: through collecting and examining company materials; questioning colleagues, supervisors, personnel officials.

Gathering the data to complete this form will help the student develop questioning skills, and to acquire and organize the information she needs as she goes on to develop her own career and education plan. Questions are structured to help her distinguish the separate considerations that go into an evaluation of her career potential. Organizing the answers will give her a framework for posing the same basic questions in other contexts, such as careers in different departments, companies or fields.

- b. Next, assign as homework the gathering of major informational company publications. Each student will be expected to bring in such material as annual reports, employee handbooks, newsletters, benefits material and, if possible, job descriptions and personnel forms and tests.

Assuming that the student knows little concerning her employer's total operation, the group leader should discuss the kinds of information to be found in different kinds of company publications, with particular emphasis on how such knowledge may benefit the student. Indirectly, this will help also to develop effective reading habits as students learn to winnow out material relevant to their own lives.

For example, annual reports are useful in helping an employee become involved more broadly with the world in which she works. Employee handbooks deal with matters that can make one's working life either pleasant or a problem. Benefits material, while often complex and detailed, is often worth studying in detail, to find the answer to the question, "How much do these benefits benefit me?" Women should be encouraged to take advantage of what is available to them; to deal with the paperwork involved and overcome the mind set of, "It's too much of a hassle." The students should become acquainted with formal job descriptions, reviewing the data they contain; this will help them evaluate the information they receive about their own jobs, present and future. Ideally, students should finally have an opportunity to look over the variety of forms people are asked to fill out for employment, promotion, tuition reimbursement, medical expense claims, etc., with some briefing on how thoughtful filling-out of such forms can work to one's advantage.

- c. Writing and Research Assignment: Through conversations with colleagues and more formal interviews with supervisors and personnel staff, students should gather the facts about existing career ladders and promotional systems in the companies where they are employed. In order to prepare the ground for each student to

approach her supervisor in an impersonal, non-threatening way, it is important to prepare a written assignment for each student, explaining that this is a class assignment. (A sample assignment follows which should serve as a model.)

2. Research Assignment: Career Field Research. This assignment may be particularly useful to the student who is not sure of her short or long term career goals. The student should investigate two careers that seem interesting to her. One career could be within her company but in a different department or in a different career line; the other could be in a different company and in a different career field. Her written report should include a job description, salary range, qualifications required, and the extent of the career advancement possible in that line. By compiling, organizing and evaluating this material, the student not only learns something informative about a different career possibility; she also begins to develop the important habit of organizing and using information in a way that will be useful to her. Ideally, the student should meet with and talk directly to people in the areas she is investigating, but she can supplement the information gathered in that manner with information from the Occupational Outlook Handbook or the Encyclopedia of Careers and Vocational Guidance.

3. A Career Preference Inventory

Note: This activity is based on The Self-Directed Search, by John L. Holland, Ph.D., available from Consulting Psychologists Press, 577 College Avenue, Palo Alto, California 94306. \$25 for 25 copies includes a companion booklet, The Job Finder.

The purpose of this exercise is to stimulate the student's thinking about the career line that she has chosen. It should be emphasized that it is not a test and though the results are not conclusive or absolute, they may serve to point out to her areas of personal interest which she may not have considered in choosing a particular field of employment. It is also very likely that she did not, in fact, "choose" a career, but simply accepted the job that was offered to her and never

looked beyond it. The preference inventory should expand the student's horizons; the results should not be used to limit the student's choice of career alternatives.

4. Self-Evaluation Written Assignment: The student should write a composition evaluating what she has to offer a potential employer. She should consider her skills, personality, commitments to family, job experience, life experience, etc. in making this assessment.

Then she should determine what requirements are important to her in a job and in a career. For example, she should decide whether she is happier working as one of many anonymous "cogs in a wheel" or whether she would prefer to have a job/career where her performance has high visibility and where she along is responsible for a particular aspect of the work. She might prefer to work in a small office as opposed to a large one; she may feel that status or prestige is more important to her than salary and fringe benefits.

All these considerations will help a student to focus practically on "What do I have that an employer might want?" and "What do I want from an employer?"

5. Group Activities: Speakers and Panels

- a. Speakers should be invited to give the students information about as many different career possibilities as are feasible for the particular group. Suggested topics:

Traditional clerical careers for women
Non-traditional jobs for women
Non-clerical careers

The information should include the skills, education, training and experience required.

6. Speakers from personnel departments should discuss with the students the range of educational and personality qualifications, as well as specific skill requirements, that enhance a person's chances for career advancement.

7. A general discussion involving students from different companies might conclude these activities. The individual activities in this unit provide a wealth of topics and materials from which discussion can be generated. The students should compare the different companies' attitudes toward workers in general and the career advancement of minority women in particular. The students should be encouraged to share relevant experiences; these group discussions should provide a general framework from which the students can move to evaluate their own companies and situations.

WHAT DO YOU KNOW ABOUT YOUR COMPANY?

NAME (Optional) _____

Company _____

1. WHAT KIND OF ORIENTATION TO THE COMPANY DID YOU GET WHEN YOU WERE HIRED? (What kind of information were you given: verbal, written material, group lecture?)

- A. How do you find out about your company fringe benefits?

- B. How do you find out about your company rules and regulations?

2. WHAT IS YOUR JOB? _____

- A. What kind of tests did you have to take? _____

- B. Did your job require training other than typing or office machines? (For example, "How to be a good supervisor?" "How to work well with others?" "How to give someone an evaluation?") Please explain your answer.

- C. What factors does your supervisor consider when she makes your regular job evaluations?

3. DOES YOUR COMPANY OFFER CAREER COUNSELING AND JOB DEVELOPMENT GUIDANCE? ____ Yes ____ No.
Please explain.

4. HOW DO YOU FIND OUT ABOUT JOBS THAT ARE AVAILABLE IN YOUR COMPANY?

5. WHAT DID YOU HAVE TO DO TO GET YOUR LAST PROMOTION?

6. HAVE YOU DECIDED THE NEXT JOB YOU WANT TO BE PROMOTED TO? _____ Yes _____ No

A. What is it? _____

B. How did you decide? _____

7. WHAT WOULD YOU NEED TO DO TO GET PROMOTED TO THAT JOB?

A. What skills do you need? _____

B. What tests do you have to take? _____

8. DOES YOUR COMPANY HAVE ANY SPECIAL ARRANGEMENTS WITH A COLLEGE FOR TRAINING AND EDUCATION OF ITS EMPLOYEES? _____ Yes _____ No

PLEASE EXPLAIN: How does one qualify; who pays; what is the course about; with which college; etc. ?

9. WHICH OF YOUR COMPANY PUBLICATIONS DO YOU FIND MOST USEFUL? _____

Why _____

10. BEFORE YOU CAME TO THIS CLASS DID YOU THINK OF YOUR JOB EXPERIENCE TO DATE AS A "CAREER"?

SAMPLE ASSIGNMENT

At March 21 Workshop

Write a brief statement of your plans for the future (5 years, 10 years) and why you are at this school.

Talk to supervisors and/or the company personnel department to find out what career ladders are open to you: in your present department, and elsewhere in your company. Find out what the requirements are and the amount of time involved in advancing from your level to the next ones above.

Explain to the administrators you speak with that this is a class assignment from NCNW's Center for Career Advancement.

This assignment is due by Wednesday, April 17. It will be used as an essential part of the next workshop session.

INSTRUCTIONAL
MATERIAL

CAREER FIELD RESEARCH

Career Field _____

Job/Position _____

Company (optional) _____

Job Description: specific duties and responsibilities,
personal commitments such as travel and
overtime, daily activities.

Qualifications: education or training, job experience,
skills, abilities.

Salary Range:

Career Advancement Possibilities: job steps within the career ladder, possible lateral moves, where the position could lead, how it develops one for future advancement.

D. APPLYING FOR A NEW JOB OR PROMOTION

GOAL

This unit is designed to give the student the practical experience of filling in a job application and preparing a resumé. Role-playing job interviews and on-the-job interpersonal situations will help her to practice behavior in sometimes difficult situations.

LEARNING ACTIVITIES

Individual Activities

1. Job Application. Completing a sample job application form will give the student a chance to sum up her employment and education experience. Accuracy and truthfulness are essential. Neatness and thoroughness in completing the application tell an employer whether the student cares about the impression her work creates. If there are gaps in a student's employment experience, they should be explained. Practice in filling in such forms will make it easier when the time comes to fill in an application for an actual job. It will also give the student the opportunity to check details of which she may not be sure.

2. Preparation of a Job Resumé. The preparation of a resumé is a good way for the student to analyze her background and experience. The resumé will also serve as an introduction to an employer. She may want to use it as a means for getting a job interview, in which case it should be accompanied by a covering letter; or she may attach it to a job application as a means for bringing to an employer's attention information in addition to that requested on the application. She should remember that it will be most effective if it is attractive-looking, well organized and economically worded. (Sample follows.)

In preparing a resume, the student should:

- limit the length to one page if possible
- use white bond paper, standard size
- make sure it is neatly organized and typed, with no errors
- have copies reproduced by photocopy or mimeograph
- list special skills, languages, and achievements.

The student should not:

- send carbon copies or poorly duplicated copies
- state her job objective unless she is absolutely sure of what she wants
- include her photograph
- list personal information, such as, marital status, height, weight, age, sex, or health (unless such information relates to qualification for a particular job)

Group Activities

1. Job Interviews

The best preparation for an actual interview is a practice session with a person who is experienced in interviewing prospective employees. It should be possible to enlist the volunteer assistance of a personnel interviewer from a local company who would conduct interviews with individual students in role play situations. This will give a student the opportunity to rehearse her performance under the observation of an expert who is able to offer constructive criticism and provide information about the qualities personnel people look for in prospective employees.

2. Role Playing

Role-playing gives the students the opportunity to "learn by doing." It gives them the chance to test themselves in certain situations without the consequences inherent in a real life situation. If the student finds that she is saying something she would be better off not saying she can go back and approach the situation in a different way. This gives her the opportunity to strengthen her own self-confidence and sense of security in dealing with new people and unexpected situations.

By playing the roles of others, she will get some feeling of why other people behave the way they do, how they react and what their feelings are. This should aid her considerably in her contacts and confrontations. The better she understands the other person, the more successful she is likely to be in her dealings with that person.

These purposes of role play should be explained and discussed by the group before the actual role play. Situations can be replayed over and over, giving as many people as possible a chance to participate in the role play and to make comments on the role-playing of others. (Three suggested situations follow.)

RESUME

Janet Taylor
195 Bedford Street
New York, New York 10014

EMPLOYMENT

- 1973 - Present Clerk Typist
Chemical Bank
440 Columbus Avenue
New York, New York
Prepare checks, bank statements, overdraft notices.
- 1970 - 1972 File clerk, general office work
Standard Electric Company
1100 Broad Street
New York, New York
Typed forms and correspondence; did general filing; kept address list up to date; filed microfilm cards
- 1969 - 1970 Billing clerk.
Aetna Life & Casualty
151 William Street
New York, New York
Kept files on diary; wrote up cancellation notices; made up the bills and sent them to the assureds.

EDUCATION

James Madison High School
Bedford Avenue, Brooklyn, N.Y.
Academic Diploma - June 1965

Lefferts Jr. High School
Empire Boulevard, Brooklyn, N.Y.
Diploma - June 1965

SPECIAL SKILLS

Typing: 45 wpm
Adding Machine, Dictaphone, Flexowriter,
Recordak Machine

Role Play Situations

- a. Meeting between personnel interviewer, Mr. Brown, and job applicant, Ms. Smith. The applicant is interested in a secretarial job with this large company. The company has an opening for a secretarial position with an executive. The interviewer wants to know something about her skills and job experience and how much responsibility the applicant is willing to handle.
- b. Meeting between clerk and personnel manager. The clerk, Ms. Joan Jones, has been denied a promotion because her supervisor Ms. Clark reported to personnel that she had been absent on an average of four days a month and late on an average of five days a month. Ms. Jones is prepared to defend herself and give reasons why she should still get the promotion.
- c. Meeting between a clerk-typist and her supervisor. This is a fairly large company. The particular unit in which the two people work is responsible for typing up and mailing invoices. Business has fallen off somewhat and the unit has been cut back from 10 to 8 employees. The supervisor, Mrs. Elsie Lambert, has been bearing down pretty hard on the people in her unit. The clerk-typist, Mrs. Kate Morton, has not been performing up to her previous standards. The supervisor has called the worker in for a conference.

E. INVESTIGATING EDUCATIONAL ALTERNATIVES

GOAL

As the student thinks about job advancement and the qualifications that different jobs require, it becomes necessary for her to find out what is available in the way of training and education and how to analyze and evaluate the different programs in relation to her own personal and career goals.

Before the students can begin to make informed choices about the kind of education or training they will need, they have to know more about the alternatives that are open to them.

In most large communities there are continuing education courses - both academic and vocational - offered by the public school system. Proprietary schools offer vocational training as do some community colleges. Advanced education is available through both two-year and four-year colleges both to matriculating students and in adult education courses.

While professional educational guidance is essential, it is also important for the student to investigate the alternatives herself, for the final decision and the commitment are hers.

LEARNING ACTIVITIES

Individual Activities

1. Interview

Working with the coordinator (counselor), the student will want to take a fresh look at her educational attainments to date and where she would like to go; the skills she has and what she would like to acquire next. Realistic, step by step programming is essential if the plans that the student makes are to be followed. Among the questions to be considered are:

Does the student need remedial work? Is she rejecting the idea of college without giving it real consideration because she doesn't think of herself as "college material?"

The counselor and the student should make a tentative selection of possible schools and programs of interest which the student will investigate further.

2. Research Assignment

The student should go to the colleges or training programs selected and get written materials; bulletins, catalogues, applications, financial aid forms, etc. She should talk to admissions officers, counselors and students to get a more comprehensive picture of what the school offers. The purpose is to get the student involved in the process of finding out and evaluating information. The experience will be just as effective if she discovers that a given school is not at all what she wants or needs, because the process of elimination will further help to define what she wants when she goes on to evaluate the next institution.

The attitude of the student in seeking information will influence to some extent the quality of the information she receives; it is most important that she think of herself as a purchaser of the services that an institution is offering and not as someone who should accept whatever the school is pushing. The student should persist until she gets answers to her questions. She should try to talk to students to get their views on what they are gaining from the school they attend.

Being prepared to pay for education is as important as selecting the proper courses. As part of the research assignment, the student should prepare an educational budget, indicating the cost of education and the sources of payment. If she is planning to take advantage of company tuition reimbursement plans, then she must be clear about where she will get the money to advance. Loans and scholarships should also be investigated.

Group Activities

1. Speakers and Resource People

Representatives should be invited from different institutions of higher learning to give the students a comprehensive general picture of the spectrum of educational possibilities available. These should include, for example, representatives from private colleges, four-year city and state colleges, two-year community colleges; public school adult education; vocational schools and people who can discuss the special programs designed to meet the needs of adults. The group discussions will enable all students to get answers to questions that might not have occurred to an individual student. The session will also give them the opportunity to make contacts with school representatives with whom they may want to have more detailed discussions.

2. Group Discussion

Students should be given the opportunity to meet together to exchange information and to clarify with the educational counselor any questions they may have.

F. SETTING CAREER AND EDUCATION GOALS
AND DEVELOPING A PLAN FOR ACHIEVING
THEM

GOAL

The purpose of this unit is to help the student complete a personal development plan for achieving her career objectives. At this point she will need to review and compile all the information she has gathered throughout the course. She should assess her situation and set realistic goals. Keeping her long-term career objective in view, she should plot a series of short-range steps to it. She should understand that this process will be a continuing one requiring periodic re-evaluation of adjustments.

LEARNING ACTIVITIES

Individual Activities

1. Completing this Personal Career and Education Development Plan form will require that the student consider all the material and information that she has acquired throughout this course. Since this career and guidance component has been structured in a cumulative series of learning experiences, the student will already have made many decisions. She will now have to set down her career objectives to show a planned series of steps toward achieving her goals. This assignment is lengthy and will require careful consideration and perhaps re-evaluation of tentative goals.

2. Personal Interview

While the student is in the process of completing the personal career and education development plan, she may want to consult with a counselor. This should be encouraged, because the more a student questions and debates her choices, the better she will be able to articulate what she wants. The counselor should constantly emphasize that the student isn't being asked to make final or absolute decisions; she is being asked to formulate a

"working plan" that will enable her to achieve the career advancement she desires. Thus she shouldn't concentrate on filling in the blanks, but on what she really wants and how to get there: because that is the only context in which the plan will be meaningful and worthwhile.

PERSONAL CAREER AND EDUCATION
DEVELOPMENT PLAN

1. Based upon the analysis of my abilities and goals, I would like the following to be my next two positions: _____ and _____.

2. In order to successfully compete for this next position what education or training and skills do I need to develop?

3. What added or new job experiences do I need?

4. What is there in my current job, or what can be added to my current job, to help me get the experience and development I need?

5. Are my goals and values compatible with the policies and opportunities of my present company? Should -- and would I be willing to change?

6. How can I acquire the necessary training I need?

- a. Company based programs _____
- b. Formal education _____
(high school, college, programs, vocational school
specialized courses)

- c. Self Development

Special Magazines _____

Newspapers _____

Clubs, organizations _____

Books _____

7. The following is my personal development plan for the next two years.

Activity

Target Date

- a.
b.
c.
d.
e.
f.

8. Long-Range Goal: I feel the highest position I could ever fill would be at the level of: _____
9. How do you plan to get there? What interim jobs are needed? How long will it take? What feedback can you obtain along the way in order to determine if your plan is working?

SECTION IV

TASK-BASED LEARNING MATERIALS

A. INTRODUCTION

B. ILLUSTRATIVE MATERIALS FOR 13 SEQUENCED TASKS

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IV. TASK-BASED LEARNING MATERIALS

A. INTRODUCTION

This section is intended to demonstrate the way in which the tasks that people perform on their jobs can be used as the basis for learning and practice in language arts and career development.

For purposes of illustration, we have selected and sequenced, in order of complexity, a series of 13 clerical tasks. A cover page or pages describes each task, lists some principal skills and knowledge needed, and outlines a variety of learning activities. The appropriate teacher, tutor and student materials follow.

This section is in no way intended to stand on its own. It must be used hand in hand with other portions of this curriculum. Primarily a resource for Section II, Areas of Knowledge, the following task pages and accompanying materials will also suggest many obvious tie-ins to the ideas presented in the unit on Assessment (Section I-C) and to Section III, Career and Education Guidance. How all these elements can be integrated for a particular group of students is finally the choice of the program coordinator.

In essence, it is hoped that the illustrative units presented here will stimulate coordinators of similar programs to devise their own instructional material for the particular group and problems with which they are dealing. A re-examination of the Task and Skill Charts which introduce the curriculum is recommended as the most useful starting-point for designing individualized lesson plans.

Wherever feasible, the materials suggested here should be augmented with actual working materials students use: copies of letters or memos the students produce from dictation at work or in typing or shorthand courses they are concurrently taking... papers they submit to their language arts instructor. When this course is offered in conjunction with typing or shorthand instruction, work in spelling, vocabulary, punctuation, sentence formation, paragraphing and proof-reading should be designed around the actual materials provided in

the typing or shorthand texts and workbooks.

The materials we have selected or developed on our own reflect a number of convictions we have gained from some five years of experience in language arts/career development programs with clerical workers.

1. Adults cannot be tested, or taught, at "grade levels." An employed woman who tests low on basic skills can and does perform complex tasks, both in her working and nonworking life. The more adult and challenging the materials offered to her, the more likely she is to be stimulated to a new and more successful experience as a learner.
2. For adults who have been working a full day, it is important to offer after-work learning activities that are both varied and active, involving participation by students both as individuals and as an interacting group. It is also essential for students at all times to understand clearly the connection between what they are learning and the practical goal of advancing job competencies.
3. In a career-oriented program, it is particularly valuable to consistently tie work in such standard school subjects as vocabulary, spelling, grammar, punctuation, pronunciation and usage to realistic problems of competent job performance.
4. In any program aimed at improving adult language arts skills, some materials should be included which stimulate students to enjoy words, to find or share new reading, listening and speaking satisfaction. Thus we suggest basing some learning activities on such non-work-oriented materials as word puzzles, sentence games, short stories, limericks, essays, quality current journalism, poetry.
5. Group discussions and role-playing are essential parts of this approach. Many students are initially ill at ease with any but the traditional teaching approach: they are used to being talked at, given rules to memorize, and expect a "teacher" to pour knowledge in. This program, however,

should introduce the student to learning as an active process.

Roleplaying is particularly useful as a teaching technique in a competency-based program: first, to engage the student's interest and concentrated attention; second, to provide ample opportunities throughout the program to learn by doing; third, to develop within the student greater self-confidence and ability to relate to others.

A brief how-to-guide on role-playing techniques follows.

ROLE PLAYING

What Is It?

A tool for learning in which people act out problem situations and then analyze the enactment. These enactments help the players and the audience look at the interactions of people in some specific role, such as supervisor, customer, teacher, co-worker, interviewer, etc.

Why Use It?

- A. It is active.
- B. It can help the group see things about human behavior (their own and others' feelings).
- C. It gives everyone a common experience.
We see it, hear it, and, if we are one of the actors, live it.
- D. It can help us gain new skills for dealing with problems.
- E. It gives us a chance to experiment with our behavior - make mistakes, try new skills, etc.

Steps in Role Playing

- A. Define the problem. What are we trying to understand?
- B. Set up a situation showing the problem.
Keep away from personalities.
- C. Cast the characters. Either select them or use volunteers. Keep off toes!
- D. Warm up the actors and observers. Be sure actors

- and audience know the problem, and what to watch for.
- E. Act it out.
 - F. Cut the action when it reaches an impasse and/or there is enough material so the audience can analyze it.
 - G. Discuss and analyze the situation just acted. Relate it back to original problem. Keep it to what happened on stage.
 - H. Pin down what was learned.

Task: Read informational materials

Basic skill needed for such common entry level tasks as: routing mail, filing, using directories, filling out forms, understanding company procedures and benefits.

Suggested skills and knowledge emphases:

Scan for the main idea, supporting detail, facts sought for special interest
Handle a basic vocabulary of business and general interest
Comprehend office and career-related materials
Summarize
Judge the general significance of written material
Pinpoint personal relevance of material

Suggested exercises and assignments:

1. Brief session on reading and vocabulary
(See Section II for approach)
2. Vocabulary Notebook

Introduce this semester-long "assignment"
Have students do sample notebook page, based on "Women Are on the Move," an excerpt from a business publication (attached)
Encourage discussion of this round-up review of women's prospects in employment

Homework: Add new pages to vocabulary notebook, from program reading assignments, from office conversations and work.

3. Comprehensive Beginning Sessions, combining work on reading, grammar and usage, and composition.

(Attached: Instructor's Guide, two sample reading passages)

4. Reading, Writing and Speaking Study Unit on the feature article, "Break Up the Family" - intermediate level. (Excerpt and Instructor's Guide attached.)

"WOMEN ARE ON THE MOVE"

One of the most significant developments in America today is the movement for equality in women's rights and the elimination of sex discrimination in all walks of life. This movement is not a fad or an aberration, but a major social force, with great and growing impact on business and other social, political and economic institutions. As such it must be taken seriously by business managers: its future potential must be foreseen, and constructive responses must be designed to meet legitimate demands. To understand the true significance of the movement we must look beyond the extremism and flamboyant demonstrations to the basic forces that provide its dynamism.

Having gained momentum in World War II, the women's rights movement has developed rapidly in recent years as social forces created a climate that became steadily more propitious. Among these supporting forces were increasing levels of education; the changing work-mix of the economy, with growing emphasis on professional, managerial, clerical and services functions; a decline in the birth rate; labor-saving devices in the home; the idea-dissemination force of mass media; and the precedent-setting impact of the minority rights movement.

Women's rights are starting to receive strong political support, and the Federal government is moving swiftly to enforce laws against sex discrimination, to insist on the development of "affirmative action" plans and to prosecute offenders. In addition, an increasing number of individual and class-action suits alleging discrimination in pay and/or employment opportunities is being filed, and the courts have been handing down verdicts generally favorable to a broadening of the scope of this movement.

Over the next ten years we can anticipate the beginnings of a redefinition of sex roles in American society and — of greater immediate impact — major changes in the employment field. On the broad societal level, there is likely to be a marked trend toward a greater sharing of responsibilities for the home and family, a trend which seeks to free both women and men from stereotyped roles. On the political front, there will be a renewed self-conscious activism by women, seeking to increase the representation and influence of women in political institutions.

In education there will be changes in curriculum and counselling, to prepare girls and boys to engage in whatever careers will best utilize their individual talents. On the legislative and legal fronts there will be moves toward abortion law repeal or amendment; attempts to liberalize laws governing women's legal, marital and employment rights; and the invalidation of virtually all labor laws "protective" of women.

It will be in the field of employment, however, that the greatest changes will likely occur. Women already account for 38 percent of the civilian labor force (31 million women were working in 1970), compared with only 28 percent in 1947. More and more, working women are, typically, married, better educated and more mature. They are, however, over-represented in lower-paid, lower-skilled occupations, and correspondingly under-represented in managerial, professional and technical ranks.¹

In the next decade women will account for 42 percent of the labor force increase, and by 1980 some 37 million are likely to be employed. There will be an opening up of more jobs and training programs for women, leading to a better balance of women and men throughout all job and skill levels. Simultaneously, pressures will increase for a review and reclassification of jobs to ensure equal pay for equal work, and for the opening of more day care/child development centers as a means of enabling mothers to take full- or part-time jobs.

VOCABULARY NOTEBOOK

INSTRUCTIONAL
MATERIAL

Source:
"Women Are on the Move"

Date: September 15

aberration

a wandering away
from what is
normal or usual

flamboyant

too showy, brilliant
(flame-boyant)

dynamism

vigor, force, energy

propitious (pro pish us)

favorable

dissemination

spreading

mass media

TV, radio, magazines,
newspapers: means
of communication
(media) that reach
the public (masses)

Stereotyped roles

conventional, or widely
imagined parts
people play

VOCABULARY NOTEBOOK

INSTRUCTIONAL
MATERIALstereotyped roles
(cont'd)Ex: Women: sweetheart,
wife, mother, helpless
men: breadwinners,
tough, run-aroundsSource: Office
conversations,
letters being typedDate: Sept. 16

expedite

hurry up, speed

collateral

something offered or
demanded as security
for the repayment
of a loan

commodities

any useful things;
anything bought and
sold
(potatoes, sugar,
coffee in letter I
was typing)

COMPREHENSIVE BEGINNING SESSIONS

Instructor's Guide

TO THE INSTRUCTOR:

An effort should be made to select interesting and stimulating reading material. In addition, the material should be such that it lends itself to adaptation for initial instruction in grammatical analysis and English usage. The material must also support vocabulary development.

The materials selected should include reading passages ranging in difficulty from "easy" at the 6th grade level to "difficult" at the 12th grade level. For entry-level clericals, passages falling into the 6th to 10th grade levels should predominate, at least in the early weeks.

Level of difficulty might be determined on the basis of the Flesch Readability Formula as modified by Farr, J. M., Jenkins, J. J., Patterson, D. J. "Simplification of Flesch Reading Case Formula," Journal of Applied Psychology, 1951, 35:333-337.

Six Basic Skills

An examination of the literature on reading comprehension will show the number of related skills to run from a low figure of 18 separate skills to several hundreds in various studies. (See Cooperative Reading Tests. Princeton: Cooperative Test Service, 1940).

Given the limitations of time and resources, and the special work needs of the student population, try to emphasize the development six of these reading skills:

1. Finding the SUBJECT MATTER
2. Determining the GENERALIZATION
3. Identifying the SUPPORTING DETAIL

4. Determining the SIGNIFICANCE
5. Drawing CONCLUSIONS
6. Determining the meaning of a word in context (VOCABULARY IN CONTEXT).

The above labeling of the skills is based on the following:

1. A communication is about something. This is, of course, the "topic." We label it SUBJECT MATTER.
2. The communication can be thought of as making a statement about its SUBJECT MATTER. This is the "main thought," or "main idea." We label it GENERALIZATION.
3. The author of a reasonably well written communication will usually support the GENERALIZATION with detail; for example, illustrations; elaborative description; anecdotes; etc.
4. In some communications the author will establish the GENERALIZATION and then move on to a suggestion or command to the reader to take action. The action becomes a logical step if the reader accepts the GENERALIZATION. We label this call to action the SIGNIFICANCE.
5. Further, the reader himself may draw some conclusions from any part of the communication. We label these CONCLUSIONS.
6. VOCABULARY IN CONTEXT - understanding words and phrases in reading context.

Certain questions can function as guidelines for reading comprehension. Once the student learns these basic questions, learns to ask them, and then arrives at logical responses or answers to a given passage, he can be said to have good comprehension of that passage. He also, of course, becomes less passive and more purposeful in his reading.

The acceptable responses or "answers" to these basic questions, of course, need not always be specifically stated. Sometimes they are implied. Note, below, that each skill is related to a

question.

<u>THIS SKILL</u>	<u>ANSWERS THIS QUESTION</u>
1. The SUBJECT MATTER	"What is this about?"
2. The GENERALIZATION	"What is the main thing the author says (or implies) about the SUBJECT MATTER?"
3. The DETAIL	"Why?" "How much?" "How?"
4. The SIGNIFICANCE	"What does the author want me to do about the GENERALIZATION?"
5. The CONCLUSION	"What can I infer from the Passage?"

The Concept of Pattern

Patterns of thought are not hit-or-miss. They follow upon, and serve to fulfill, the author's purpose in writing.

The basic patterns are:

1. Persuasive Pattern - The author's purpose is to persuade, to convince, and perhaps to provoke an action from the reader.
2. Informational Pattern - The author's purpose is to inform, to impart facts. She or he selects a topic, assembles data on various parts of the topic, and then arranges the total communication in as logical an order as possible.
3. Narrative Pattern - The author's purpose is to tell a story or set down a sequence of events.

Using Tapes of Passages: Comprehension, Speed, Vocabulary

Readers may know a word when they hear it and not recognize it when they read it. Experiments conducted at the Rutgers School

of Education and other universities, indicate that a multi-sensory approach aids comprehension.

In such an approach, a tape of the passage is played while the student reads the passage silently. One factor that aids the student is that the student has two chances for understanding the vocabulary -- through hearing the word as well as through seeing it.

In addition to the vocabulary dimension, the book/tape approach appears, on the basis of experimental evidence, to aid other comprehension factors. Tapes, which are geared to rates of speed from 150 to 400 words per minute, appear to have a positive effect on reading speed.

English Grammar and Usage: Fundamentals for Writing and Speaking

The Job Task Analysis indicates that reading is only one functional need of adults in clerical and secretarial positions. A second need relates to the ability to compose sentences, paragraphs, and more extended communications such as memos and letters.

The exercises accompanying each reading passage present an effort to develop grammatical skills useful in writing and speaking. The attached exercises illustrate, at the simplest level, a reading exercise approach that cuts across several traditionally separate disciplines. The language arts instructor is encouraged to make full interdisciplinary use of reading selections keyed to the particular level and needs of students.

Committee Work: A Useful Technique

One good way to have students work in class is to have them, in groups of three or five, compare responses and discuss problems. Students enjoy matching responses and arguing, among themselves, for their choices. A further advantage relates to the protection this arrangement provides to the student's "ego." Reviews of responses in general session should be conducted primarily in terms of questions.

PASSAGE I

Directions: While a tape of the passage is being played, read the passage silently. The tape will be played twice. Read the passage silently each time the tape is played.

* * * * *

1. At a time when many people are looking for work, jobs are going begging in one field. According to one expert, more than 30,000 secretarial positions are now available in New York City.
2. The shortage of applicants is especially puzzling, since the salary would seem like an alluring fortune to the unemployed or the underemployed. Salaries for secretarial positions range from \$150.00 per week for a beginning typist, to over \$200.00 per week for an experienced executive secretary.
3. The shortage of secretaries is not new. The problem developed during the economic boom of the '60's, when the demand for office help soared and the number of qualified secretaries decreased. This discrepancy has survived a harsh recession and another boom.
4. There are at least two reasons for the paucity of qualified secretaries. One reason is that many women are better educated than before and want careers in other professions. A second reason is that the flight to the suburbs has drained the pool of trained personnel in the City. The unemployed and underemployed who remain in the inner city lack the necessary language, typing and shorthand skills.
5. Robert Marcus, president of a local personnel agency, said recently: "The value of the job is greater than at any time

in the past. A secretary is worth her weight in gold.
There are people around, but what they lack are skills."

Adapted from an article of
unknown authorship. The
New York Post, September 4,
1974.

Passage I - READING EXERCISES

Directions: Respond to the questions below. All responses
should be stated in as few words as possible.
Ask one member of the group to take notes on
the group discussion for 15 minutes.

1. In your opinion, what is the main point the author of this
passage is trying to make?

Which paragraph best states this main point?

2. From the author's point of view, why does the situation
described in the passage exist?

Which paragraph best states these reasons?

3. What course(s) of action might you take, now that you
are aware of the situation described in the passage?

4. In your opinion, which of the following is the author of
the passage trying to do?

(a) Persuade (or convince) you of something

(b) Inform (or provide you with facts) about a situation

(c) Narrate (or tell you) a story

5. What would be a good title for this passage? (Remember, a
title should tell the reader what the passage is about.)

Passage I - VOCABULARY

Directions: Listed below are several words from the passage.

1. Read the passage in which each word is used.
2. Try writing your own definition of each word, as it is used in the passage sentence.
3. If you need help, look up the word in your dictionary and write the most suitable definition that you find there.

* * * * *

1. Expert -
2. Alluring -
3. Economic -
4. Demand -
5. Discrepancy -
6. Paucity -

Directions: List below and define any other words from the passage, the meanings of which you are not sure; use your dictionary.

PASSAGE II

Directions: While a tape of the passage is being played, read the passage silently. The tape will be played twice. Read the passage silently each time the tape is played.

1. If an auto is equipped with a horn in Lebanon, it does not need brakes. The right-of-way at intersections always belongs to the driver with the most nerve. Motorists have the right-of-way ahead of pedestrians, even on the sidewalks.
2. A red light is meaningless. Not only do cars turn right on red, they also go straight or turn left.
3. On the narrow, curving roads in the mountains, the speed limit is simply as fast as possible. Accelerator to the floor-board, drivers with fast cars zoom around curves in the mountains or even pass on the wrong side, horns blaring.
4. A driver who causes an accident may be arrested, if he waits around until the police arrive. There is a law against leaving the scene of an accident, but hit-and-run drivers are seldom caught. On the few occasions when they are caught, the fine is only 15 Lebanese pounds, or a little more than six American dollars.
5. Even a fatal hit-and-run isn't considered serious! It is a misdemeanor and the punishment is ten days to three years in jail. The driver often gets off with the minimum sentence.
6. It is against the law to drive while intoxicated. However, the police have no equipment to measure intoxication.
7. The few traffic violators who are charged usually escape penalty. Earlier this month, the government approved a general amnesty for all 1973 traffic violators who had charges still pending against them.

Adapted from an article by Rob Warden in Beirut, The New York Post. February 13, 1974.

Passage II - READING EXERCISES

Directions: Respond to the questions below. All responses should be stated in as few words as possible. Ask one member of the group to take notes on the group discussion. (15 minutes.)

1. In your opinion, what is the main point the author of this passage is trying to make?
2. From your point of view, why does the situation described in this passage exist?
3. What would be a good title for this passage? (Remember, a title should be stated in few words and should tell the reader what the passage is about.)
4. In your opinion, which of the following is the author trying to do?
 - a) Persuade (or convince) you of something;
 - b) Inform (or provide you with facts) about a situation;
 - c) Narrate (or tell you) a story.
5. Does this passage motivate you to take any action on the situation described?
- 6a. Does the author state in writing any reasons for the situation he describes?
- 6b. Does the author imply any reasons for the situation he describes?
- 6c. What are these reasons?

Passage II - VOCABULARY

Directions: Listed below are several words related to the passage and the study exercises. Write a definition of each word. Use your dictionary if necessary.

* * * * *

1. Intersection -
2. Pedestrian -
3. Accelerator -
4. Seldom -
5. Misdemeanor (law) -
6. Felony (law) -
7. Minimum -
8. Intoxication -
9. Amnesty -
10. Infer -
11. Implicit -
12. Explicit -

* * * * *

Directions: List below and define any other words from passage, the meaning of which you are not sure. Use your dictionary.

BREAK UP THE FAMILY

By Richard Sennett

Up to the nineteenth century, European families throughout the ranks of society were an intricate web of relatives; instead of husbands and wives living alone, clusters of married couples lived together. Due to the accidents of war, disease and work, uncles and cousins often took the place of absent fathers, and as many as twenty or thirty children were tended by this network of parents. If we looked in America today for a parallel to these families, we would be more likely to find it among the ranks of the poor than among those of the middle class.

The rise of the small and private family has coincided with the rise of modern industry. Some sociologists believe the small, private family accustoms men to the limited and fragmented contacts they will have when they go out to work in offices or factories. For instance, the fact that father had a strict role in such homes, as the economic provider and law-maker but not the source of tender, "maternal" love, should teach the children that in the world kindness doesn't make for economic success.

Many social scientists, black and white, have seen in the extended family, where two sets of parents live together or grandparents tend the home, a shield of strength and support between poor people who would otherwise face harsh economic realities alone. Other writers stress that the mother-centered family is no more or less true of poor Blacks than of poor Irish.

Still, many influential scholars insist that the "normal" family should contain both a father and mother, and it should also be a small family, with a few children, and with no outside relatives living in the home. This family should be private and insulated. But is this idea valid? I think it is contradicted in two ways.

Social scientists are discovering that children reared in such homes are often less successful than children of the same background who have grown up in the old-style, extended homes. The

facts are still sketchy, but they seem to show that the families in which a majority of middle-class people live are not the best kind of preparation they could have for dealing with the work world.

There are signs that this kind of family is not performing as it should. These signs are the cries of boredom, of aimlessness, of discontent that children raised in such homes during an era of unparalleled affluence are making. There is a groundswell of communalism in this country among the young, and not just among the minority who are radicals. There is a yearning for human contacts which will approximate the richness of extended family life in the past.

I believe this revolt against the narrow confines of the middle-class home is not a fashion of the youth culture that will disappear. History is too much on the side of the young. The small and private family seems to have been a historical fluke that destroys itself under conditions of economic stability and affluence.

Adapted from New York Times
July 19, 1971

Study Unit on the feature article

"Break Up the Family"

Distribute copies of the article and have the group read it silently in its entirety.

Have members of the group read it aloud paragraph by paragraph.

Make a note of all mispronounced words.

Ask each student to write down every word she doesn't know.

Conduct a general discussion about the article.

Suggested Format:

What is the main idea or the central theme of the article?

What does the article say are the advantages of the small and private family?

What other advantages can you think of?

What does the article say are the values of the extended family?

What other values can you think of?

Ask the same questions about disadvantages.

On the blackboard, make a list of mispronounced words -
words not fully understood

Repeat as a group the correct pronunciation

Look up definitions

Write them down in notebooks

**INSTRUCTIONAL
MATERIAL**

Either for homework or for following session:

Use new words in sentences.

Write a few paragraphs giving your own views on the subject.

Correct and return homework.

Task: Copying and Comparing

Copying names and addresses,
and comparing with original
material.

Typing folder and address
labels, file and index cards,
addressing envelopes, com-
piling lists; comparing work
with original materials to
locate and correct errors.

Suggested skills and knowledge to be emphasized:

Follow instructions
Understand job to be done (follow model)
Check and doublecheck work for accuracy (proofreading)
Compare accurately
Spell correctly
Punctuate correctly

Suggested learning activities:

ARCO name, address and number comparing exercises
Similar exercises available in review books for civil
service tests
Copying exercise

COMPARING

Compare each address listed in Column A with each address in Column B. If the address in Column A is written exactly as the one in Column B, write an X in the column for Same. If the address listed in Column A is different from the address in Column B, write an X in the column for Different.

	<u>Column A</u>	<u>Column B</u>	<u>Same</u>	<u>Different</u>
1.	153-16 64 Drive	153-16 64 Drive		
2.	160-21 88 Road	160-12 88 Road		
3.	50 Jerusalem Avenue	50 Jerusalem Avenue		
4.	120 Wedgewood Lane	120 Wedgewood Road		
5.	186 Lafayette Street	186 Lafayette Street		
6.	28 Sterling Place	28 Sterling Plaza		

Compare each date in Column A with each date in Column B. If the date in Column A is written exactly the same as the date in Column B write an X in the Column for Same. If the date in Column A is different from the date in Column B, write an X in the column for Different.

	<u>Column A</u>	<u>Column B</u>	<u>Same</u>	<u>Different</u>
1.	Sept. 3, 1965	Sept. 13, 1950		
2.	Jan. 20, 1960	Jan. 20, 1960		
3.	Feb. 12, 1962	Feb. 21, 1962		
4.	Sept. 14, 1965	Sept. 14, 1956		
5.	April 2, 1966	April 2, 1966		
6.	June 30, 1966	June 3, 1966		
7.	March 12, 1965	March 21, 1965		

List the dates in Column A so that the latest date is first on the list and the earliest date appears last.

ADDRESS CHECKING TEST THREE

DIRECTIONS: This is a test of your speed and accuracy in comparing addresses. For Part I of the test, blacken the proper space under A in the Answer Sheet if the two addresses are exactly alike in every way. Blacken B if they are not alike in every way. For Part II of the test, go back to number 1 on the Answer Sheet. But this time blacken the space under D if the two addresses are exactly alike in every way. Blacken the space under E if they are not exactly alike in every way. Allow exactly five minutes.

PART I

- | | |
|-----------------------------|-------------------------|
| 1. 2439 Langston Ave. | 2449 Langston Ave. |
| 2. 408 W. Hamilton Dr. | 408 E. Hamilton Dr. |
| 3. 20 Hammerly Sq. | 20 Hammerly Sq. |
| 4. 193-08 50th Ave. | 193-05 50th Ave. |
| 5. 8949 Astoria Blvd. | 8949 Astoria Pl. |
| 6. 155 S.W. Flushing | 155 S.W. Flusher |
| 7. 4319 S. Elmont Rd. | 4319 S. Elmont Rd. |
| 8. 64 Woodbourne Ave. | 64 Woodburn Ave. |
| 9. 1421 N. 38th Ave. | 1421 N. 38th Ave. |
| 10. 289 Continental Pl. | 289 Continental Pl. |
| 11. 1654 Putnam St. | 1644 Putnam St. |
| 12. 1610 Mott Haven | 1610 Mott Ave. |
| 13. 4335 W. 167 Ave. | 4335 W. 267 Ave. |
| 14. 4192 N.W. Illinois | 4192 N.W. Illinois |
| 15. 3374 Ashburne House | 3374 Adbourne House |
| 16. 1719 Pleasant Run Blvd. | 1719 Pleasant Run Blvd. |
| 17. 3857 S. Morris St. | 3857 S. Morris St. |

PART II

- | | |
|-----------------------------|-------------------------|
| 1. Bradford, O. | Bradford, O. |
| 2. 2131 W. 18th Dr. | 2131 W. 18th Dr. |
| 3. Townley, Texas | Townley, Tenn. |
| 4. 2525 Wavecrest Ave. | 2825 Wavecrest Dr. |
| 5. 123 Linden Pl. | 123 Linton Pl. |
| 6. 5929 Washington Blvd. | 5929 Washington Blvd. |
| 7. 4628 Park Ave. N. | 4628 Park Ave. E. |
| 8. 1235 Meridian St. | 1235 Meridian St. |
| 9. 7832 Ruckle Pl. S.W. | 7832 Ruckle Pl. S.W. |
| 10. 3422 E. Tenth St. | 3422 E. Tenth St. |
| 11. 629 Beveridge Cir. | 621 Beveridge Cir. |
| 12. 6888 Forster Ave. W. | 6888 Forester Ave. W. |
| 13. 4531 E. 59th St. | 4531 E. 59th St. |
| 14. Melrose Park Mich. | Melray Park Mich. |
| 15. 1871 De Quincey Blvd. | 1871 DeQuincey Blvd. |
| 16. 2436 Massachusetts Ave. | 2436 Massachusetts Ave. |
| 17. 3951-D 29th St. E. | 3951-D 29th St. E. |

Answer Sheet					
	A	B	C	D	E
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
12					
13					
14					
15					
16					
17					

COMPARING TEST
Answer Sheet

ADDRESS CHECKING TEST THREE

DIRECTIONS: This is a test of your speed and accuracy in comparing addresses. For Part I of the test, blacken the proper space under A in the Answer Sheet if the two addresses are exactly alike in every way. Blacken B if they are not alike in every way. For Part II of the test, go back to number 1 on the Answer Sheet. But this time blacken the space under D if the two addresses are exactly alike in every way. Blacken the space under E if they are not exactly alike in every way. Allow exactly five minutes.

PART I

Correct Answers				
	A	B	C	D
1				
2				
3				
4				
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6				
7				
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10				
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12				
13				
14				
15				
16				
17				

- 2439 Langston Ave.
- 408 W. Hamilton Dr.
- 20 Hammerly Sq.
- 193-08 50th Ave.
- 8949 Astoria Blvd.
- 155 S.W. Flushing
- 4319 S. Elmont Rd.
- 64 Woodbourne Ave.
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- 289 Continental Pl.
- 1654 Putnam St.
- 1610 Mott Haven
- 4335 W. 167 Ave.
- 4192 N.W. Illinois
- 3374 Ashburne House
- 1719 Pleasant Run Blvd.
- 3857 S. Morris St.

- 2449 Langston Ave.
- 408 E. Hamilton Dr.
- 20 Hammerly Sq.
- 193-05 50th Ave.
- 8949 Astoria Pl.
- 155 S.W. Flusher
- 4319 S. Elmont Rd.
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- 1644 Putnam St.
- 1610 Mott Ave.
- 4335 W. 267 Ave.
- 4192 N.W. Illinois
- 3374 Adbourne House
- 1719 Pleasant Run Blvd.
- 3857 S. Morris St.

Answer Sheet				
	A	B	C	D
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				
13				
14				
15				
16				
17				

PART II

- Bradford, O.
- 2131 W. 18th Dr.
- Townley, Texas
- 2525 Wavecrest Ave.
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- 4628 Park Ave. N.
- 1235 Meridian St.
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- 4531 E. 59th St.
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- 4531 E. 59th St.
- Melray Park Mich.
- 1871 DeQuincy Blvd.
- 2436 Massachusetts Ave.
- 3951-D 29th St. E.

COPYING -- PLUS

Your job is to make up a daily list of people who sent in contributions to the National Council of Negro Women.

Today six envelopes came in with donations: a Mailing List Sample (attached) to show you the format and style to follow on your list; the Zip Code Directory; your own English Language Arts textbook; and the telephone directory (for an alphabetizing sample).

Exercise

- A. List the last names of the six contributors in alphabetical order.

- | | |
|----|----|
| 1. | 4. |
| 2. | 5. |
| 3. | 6. |

- B. In the order you just set, "copy" out each donor's full name and mailing address. Follow the format and style of the attached Mailing List Sample. Consult the zip code directory when needed. Since this list will be added to NCNW's mailing list, it is important for you to 1) copy accurately and 2) add missing information.

* * * * *

Copying sounds like a simple task. But let us analyze everything we are doing, whether we realize it or not -- and all the information we draw on when we do it:

1. Reading handwriting
2. Writing clearly
3. Knowing the address format our employer prefers (sample mailing list, index card, sample address labels)
4. Following a consistent pattern: 3 separate lines for name, street address, and city, state and zip code; use of numbers,

abbreviations.

5. Using proper abbreviations (Mo., Conn.)
6. Using zip code directory
7. Use of commas, capital and small letters
8. Transposing correctly
9. Checking for accuracy
10. Noting omissions and filling in information
11. Alphabetizing

- C. Discussion and second chance to perfect the list.

Check your list, ask any question you need to, and make any corrections you now think it needs. Put your name in the righthand corner.

- D. Pass your list to the student at your right.

Check the list you get against the original donation slips. In red pencil, correct any mistakes you find and mark any other changes needed. If the list you are checking is perfect, mark OK. Turn in to the tutor.

Any New Words for Your Notebook?

montage

format

resources

analyze

donor

sample

Enclosed please find my contribution of \$ 20 for the 60th Birthday Campaign to honor Dorothy Height and the great work to which she has dedicated her life.

INSTRUCTIONAL
MATERIAL

NAME Jacob Marley

STREET 1170 N. Shore Av

CITY Chicago STATE _____ ZIP _____

Please make check payable to National Council of Negro Women, Inc.

All contributions are tax-deductible.

CR-3

Enclosed please find my contribution of \$ 5
Campaign to honor Dorothy Height and the great work to which she
dedicated her life.

NAME Howard James
STREET 80-40 Springfield Boulevard
CITY Jamaica STATE Long Island

Please make check payable to National Council of Negro Women, Inc.
All contributions are tax-deductible.

CR-3

Enclosed please find my contribution of \$ 25 for the 60th Birthday Campaign to honor Dorothy Height and the great work to which she has dedicated her life.

NAME Mrs. Alice McFee (John A)

STREET One Park Avenue

CITY New York STATE NY ZIP 10016

Please make check payable to National Council of Negro Women, Inc.
All contributions are tax-deductible.

CR-3

INSTRUCTIONAL
MATERIAL

Enclosed please find my contribution of \$ 3 for the 60th Birthday Campaign to honor Dorothy Height and the great work to which she has dedicated her life.

NAME IVES, Magnolia
STREET 27 Main Street
CITY Osipee STATE NH ZIP 03864

Please make check payable to National Council of Negro Women, Inc.
All contributions are tax-deductible.

CR-3

Enclosed please find my contribution of \$ 7 for the 60th Birthday Campaign to honor Dorothy Height and the great work to which she has dedicated her life.

NAME Rev. Theodore Chase
STREET 705 Central Ave.
CITY Versailles STATE Kentucky ZIP 40383

Please make check payable to National Council of Negro Women, Inc.
All contributions are tax-deductible.

CR-3

Enclosed please find my contribution of \$ 1,000.00 for the 60th Birthday Campaign to honor Dorothy Height and the great work to which she has dedicated her life.

NAME ITT Contribution Fund
STREET 320 Park Ave.
CITY New York STATE N.Y. ZIP 10022

Please make check payable to National Council of Negro Women, Inc.
All contributions are tax-deductible.

CR-3

INSTRUCTIONAL
MATERIAL

SAMPLE MAILING LIST

Dr. Sol Altschul
710 Lamon
Wilmette, Ill. 60091

Mr. Henry Barrie
180-42 39th Avenue
Flushing, N. Y. 11358

Miss Nancy O. Bowdler
5822 Elmer Street
Pittsburg, Pa. 15232

Mr. Pearl Brown (Eugene)
169-02 116th Avenue
Jamaica, N. Y. 11434

Task: Reception

Directing people to proper
offices; giving information
about company and services

Suggested skills and knowledge emphases:

Recognize what one knows and does not know

Know where to find information

Use directories, files and other reference aids

Speaking: Express oneself clearly and concisely,
with self-assurance and warmth

Listening:

Deal with public: listen, understand and respond
to people; understand and communicate company
policy

Deal with fellow workers: understand the nature of
the different jobs different people do

Use good judgment when giving out information:

be aware of permissible limits, of how to qualify
statements, mollify angry or unhappy people, ask
right questions in right tone

Suggested exercises and assignments:

1. Session on the basics of speaking and listening
(See Section II)

Homework assignment: Do a brief interview with
someone you know who has an interesting job,
taking notes so you can report to the class
on your interview.

Have each student deliver a brief talk reporting
on her interview standing in front of the class
(not reading from notes). Encourage students
to join in helping each speaker relax, project
voice and message, gain some practice in
speaking before a group.

2. Session of roleplaying practice in speaking and listening

Choose two students: A - for the reception desk job;
B - for the visitor or staff member who approaches her.

Outline a brief situation for the students to act out, while the rest of the class notes various strong points and weaknesses -- in what the role players say, how they get their message across, their attitudes, speech, gestures, carriage.

Review each role play with the class, and then set up another, making sure that everyone takes part in at least one role-playing situation.

Some sample situations for reception:

- . A is a receptionist at the local telephone office. Mrs. B enters, very upset. She has been charged for a long-distance call to California which she never made -- on six billings, after trying twice to straighten the mistake out on the telephone.
- . A is a receptionist at a real-estate firm. A woman enters, demanding belligerently to see the president. She represents the aggrieved tenants of a building the firm manages, and has gotten no satisfaction from Mr. Landry, the agent assigned to the building. Despite her loud and hostile manner, she has come to report on a situation the company needs to handle skillfully.
- . A is a receptionist at a cosmetics manufacturing firm. A woman enters, asking vaguely for all the information she can get on their products. She is actually a potential buyer for a department store in Colorado, and wants to look over the line and prices - but at first seems like some of the many people who just wander in off the street to look around at the glamorous office.

- . A works for the city, in the main Board of Education office. There is a major crisis of budget cutting. The City Council -- which controls the money -- is insisting on lunch-hour time sheets for the whole staff, top executives as well as clerks. A is the receptionist who will have to keep the time sheets, as people leave for and return from lunch. B is the personnel director who comes to give her this new assignment, and talk over any questions or problems.

3. Pronunciation session

- . Brief discussion of common pronunciation problems:

this/dis
that/dat
get/git
just/jest
ask/aks
going/goin
let me/lemme
give me/gimme

- . Pronunciation devils (attached), for use in small groups, with volunteer tutors
- . Introduction to dictionary key to pronunciation (see the American Heritage Dictionary introductory Guide to the Dictionary, p. x - xi, and attached sample page)

SPEAKING: PRONUNCIATION DEVILS

Read the following composition slowly and distinctly. Your tutor and your workshop partners will be listening to hear whether you mispronounce any of the problem words in this story.

"Let Me Tell You About Marie"

Marie is a very interesting individual. She looks like such a feminine little thing. You'd never guess she's so athletic. She bowls twice a week. She takes long walks at lunchtime -- just to breathe in the oxygen, she says. Have you ever noticed her striding along on a rainy day under a red umbrella?

You know who I mean: Marie is a clerk in the 4th floor library. She may not be stuck in that job much longer. She's Mr. Temple's leading candidate for the next typing job that opens.

It will probably be the job Lois has. She's going to be leaving it in January. Lois is being promoted to a job as secretary in the Statistical Division. So by February, Marie will probably get the typing job and the raise that goes with it.

If you ask me, Mr. Temple may not recognize what he's letting himself in for. That mischievous child of Marie's is a real troublemaker in kindergarten. The teacher calls her at work to come fetch him once a week or more. I hope she can persuade him to behave better. Otherwise she won't be able to turn out an acceptable quantity of work on her new job.

Standard

interesting

in-di-vidual

ath-letic

ox-a-jen

um-brella

lie-brerry

leading

can-di-date

probably

going to

secretary

statistical

February

recog-nize

letting

mis-chiv-ous

kinder-garten

acceptable

quantity

Non-Standard

innerestin

innavidjal

athaletic

ock-sha-gin

umber-ella

lie-berry

leadin'

cannidit

prolly

gonna, goin to

seck-a-terry

statissickle

Febuary

reckonize

lettin

mis-cheeveeous

kinna-garden

ass-ept-able

quantity

collection of various items or ingredients 2. A collection of diverse literary works

mis-chiè-vous (mis'chi-vas) *adj.* 1. Playful, teasing, or troublesome. 2. Causing harm or injury. — **mis-chiè-vous-ly** *adv.* — **mis-chiè-vous-ness** *n.*

mis-able (mis'ə-bəl) *adj.* Capable of being mixed in all proportions. [*< L. mis-ere, to mix, + -able, -ible, -ly, a*]

(-sep shən) *n*
mis-con-duct (mis-kən-duk-t) *n* 1. Improper behavior, impurity 2. Dishonest or bad management 3. Malfeasance
mis-con-struction (mis-kən-struk-shən) *n* To misinter-

mis-count (mis-'count) *v* To count incorrectly. **mis-creant** (mis-'kre-ant) *n* An evildoer. [*Of mis + creant, to disbelieve*] —*mis-creant* *adj*

mis-deed (mis'ded') *n.* A wicked deed
mis-de-mean-or (mis'di-me'nor) *n.* 1. A mis-
deed. 2. *Law* An offense of lesser gravity than

mis-di-rect (mis di rekt', -di rekt') *v.* To direct incorrectly. *mis di rekshun n.*

non-employment (n) *non-employment* *n* 1. The state of not being employed. 2. A period of time when a person is not employed.

[illegible]

distress (*dis'tres*) *n.*, *pl.* *-ses*. 1. Prolonged or intense suffering, with sadness. 2. An affliction or deprivation.

and only if the execution of an act that in itself is lawful and proper is *contra mores*, to make a mistaken act.

an anticipated result—*see* also a *best-fit* (this fit) a 1. A poor fit 2. A *misfit* (this fit) a 3. A *bad* fortune (this fit's bad) a 3. *Bad* fortune A misfit

1. The first group of people who are not in the majority are those who are not in the majority.

mis-guide (*mɪsˈɡaɪd*) : To give misleading directions to; lead astray *mis-guided one* : a mis-guidedly act *mis-guided as* : mis-han-dle (*this has done*) : To deal with clumsily or inefficiently
mis-hap (*mɪsˈhæp*, *mɪsˈhɑ:p*) : An unfortunate accident
mis-hear (*mɪsˈhɪə*) : To hear wrongly

mish-mash (mish'mash, -mash') *n.* A hodge-podge. [Redupl. of *mash*.]
mis-in-form (mis'in form') *v.* To give wrong or inaccurate information to. — *mis'in-form'* (for'mant) *n.* *mis'in-for-ma-tion* *n.*

nis-in-ter-pret (nis'in-tur-pit) *v* 1. To explain inaccurately. 2. To err in understanding.
—nis-in-ter-pret-a-tion *n*

nis-judge (nis'juf) *v* To judge or estimate wrongly.
—nis-judge-ment *n*

mis-lay (mis-lay) v. 1. To lose. 2. To put in a place that is afterward forgotten.

mis-lead (mis-led) v. 1. To lead in the wrong direction. 2. To lead into error of action or belief.

mis-leading (mis-lei-ang) *adj.* Deceptive
mis-manage (mis-man-ij) *v.* to manage
badly or carelessly —**mis-manage-ment** *n.*
mis-match (mis-mach) *v.* to match unsuit-
ably, esp. in marriage —**mis-match** *n.*

misname (mis-'name) *v.* To call by a wrong name.

misogynous (miz-og'-y-nus) *adj.* Hatred of women.
misogynist (miz-og'-y-nist) *n.* — **misogynously** (*ad.*)
misplace (miz-plas') *v. t.* To put in a wrong place.

mis-play (mis'plā) *n.* A mistaken action in a game. — **mis-play** *v.* To print incorrectly.

mis-pron-ounce (mis'prə-noun)s v. To pro-
nounce incorrectly. *mis-pron-ounce one's name*

mis-quote (mis-'kwot) *v* To quote incorrectly.
- **mis-quotation** (mis-'kwə-shən) *n*

mis-read (mis-'red) *v* 1. To read incorrectly.
2. To misinterpret.

dis-rep-re-sent (mis'tep-n-zent') *v.* To give an incorrect or dishonest representation of
— mis-rep-re-sen-ta-tion *n.*
dis-rule (mis'tul') *v.* To misgovern — mis-rule' *n.*

also³ (mis) = 1. To fail to hit, reach, or otherwise make contact with 2. To fail to perceive or understand 3. To fail to achieve or obtain 4. To fail to attend or perform 5. To omit 6. To exceed 7. To exceed or feel the absence of

and $\mathbf{A}$ is the matrix $\mathbf{A} = \mathbf{A}(\mathbf{A}^T \mathbf{A})^{-1} \mathbf{A}^T$ is the projection matrix onto the column space of $\mathbf{A}$. The matrix $\mathbf{A}$ is symmetric and idempotent, i.e., $\mathbf{A}^T = \mathbf{A}$ and $\mathbf{A}^2 = \mathbf{A}$. The matrix $\mathbf{A}$ is also called the "hat matrix" because it "hats" the response vector $\mathbf{y}$ to produce the fitted values $\hat{\mathbf{y}}$. The matrix $\mathbf{A}$ is also called the "projection matrix" because it projects the response vector $\mathbf{y}$ onto the column space of $\mathbf{A}$.

parasitic on trees and having leathery evergreen leaves and many white berries [C. OE mistletoe] a low long, *limb* [limb] mistletoe is not a tree but a tree roughly or *stems*, *about* *one-half* *metre* *in* *height* (this tree) is a woman in a position of authority, vested in ownership 2. A country enjoying hegemony *masters* of the

Archaeologist Mrs. Margaret Wilson (misread left) is *law* 1. A trial that becomes invalid because of basic error in procedure. 2. An inconclusive trial, as one in

mis-trust (mis-trust') *n* Lack of trust; suspicion. — *v* To regard without confidence.
— *mis-trustful* *adj* — *mis-trustfully* *adv*
mis-trust-y (mis'tric only) *adj*, *adv* 1. Consisting of or

resembling mist 2. Obscured by or as by mist.
value —mistily adv. —mistiness n
mis-under-stand (mis'-un-der-stand) v. 1. To
fail to understand 2. To understand incor-
rectly

mis-use (mis-yooz) *n.* Improper use; misapplication → **(mis-yooz)** 1. To misapply
mis-under-stand-ing (mis-un-dar-stan-ung)
n. 1. A failure to understand correctly. 2. A disagreement or quarrel

mitig³ (mit) *n* Any of various small, spiderlike, often parasitic organisms | **< Of. *mite*** See **mitig¹** (mit) *n* 1. A very small contribution or amount of money 2. A sum that is meant to

amount of money 2. A unit used for a separate
[< Mibu money]

melt-i-gate (milt'ig-āt) *v.* -gated, -gating To
make or become less harsh or severe, alleviate
[*< L. mitra, gentle, mild | -melt-i-gation n.*
—melt-i-gator *n.*]

mi-10-68 (mi-10-68) is 1. The sequential differentiation and segregation of replicated chromosomes in a cell nucleus that precedes complete cell division 2. The sequence of processes by which a cell divides to form two

daughter cells having the normal number of chromosomes [$< 2n$], a thread + centromere (100%) and

Hands. [Short for *mittens*.]
mitt-tan (mit'n) *n.* A covering for the hand that encases the thumb separately and the four fingers together [*OH! mittens!*]
mink (mink) *v.* To combine or blend as if

the constituent parts are undistinguishable to form by blending. 1. To combine or mix *pie with sardines*. 2. To combine or associate socially -- *a packaged an of banking executives*. 3. To mix

contrast to most *monoculture* and *polytune* makes clear a Southern by nature 2 Another aspect of this is the fact that

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Task: Answering telephone calls

Screening, routing, taking
occasional messages

Suggested skills and knowledge emphases:

Speaking skills: speak clearly, correctly, with self-assurance and warmth
Listening skills, plus understanding and using business vocabulary
Rephrasing message to make sure you and caller are communicating
Questioning skills: ask number to call back; company caller is with; hours he will be available; whether someone else you suggest might help him instead
Note-taking will aid listening or talking (telephone message pads)
Knowledge of company business, different people's jobs
Use company directory
Doublecheck numbers, names, places
Spell above correctly

Suggested learning activities:

1. Telephone exercise, "It's a Lemon," for practice in speaking, handling people
2. Telephone exercises, "Take a Telephone Message," "Cover the Telephone for an Hour," for practice in message taking, accuracy in notes, listening
3. Telephone exercise, "Jawbreaker Words."
 - . Practice in getting the sense of a message when the caller uses difficult words.
 - . Transition into vocabulary-building session, with emphasis on root words, use of prefix-suffix meanings, dictionary use.

4. Add root words, other new words to vocabulary notebook.
Group session reviewing entries students made to
vocabulary notebooks during previous week.
5. Pronunciation practice:
pronunciation devils
6. Speaking homework:
Read newspaper editorial aloud in front of a
mirror -- on tape if available

TELEPHONE EXERCISE: "IT'S A LEMON!"

Roleplaying practice situation for
interpersonal relations, speaking

SITUATION: Long distance call to the office of Elwood Davis,
president of Studebaker automobile manufacturers.
Call is from Ella Roundtree, the frustrated
buyer of a Studebaker which turned out to be a
"lemon."

SECRETARY: Handle the complaint so that the caller winds
up feeling the company president is taking
special action to give her satisfaction. But
manage to get as much detail yourself as will
be needed.

CALLER: Get across your firm belief that you must talk
to the president in person to get anywhere.
You've already spent months doing everything
possible through channels: the local dealer
you bought the car from, the regional office
he bucked you to, etc. Still stuck without a
car most of the time -- and your guarantee is
almost up.

GROUP: Analyze both the secretary whose job is to
handle calls for the president, and the complaining
caller for:

- 1) business know-how
- 2) speaking skills;
- 3) ability to deal effectively with people

INSTRUCTIONAL
MATERIAL

TAKE A TELEPHONE MESSAGE

Imagine that you are the secretary in the telephone conversation we are about to hear.

The voices you hear will do the talking part of the job. Your part of the job is to deliver the message to the boss.

Listen carefully. Jot down notes as the secretary and caller talk. Write up the message as simply and concisely as you can on the Telephone Message Form below.

TELEPHONE MESSAGE

Date _____

For _____

From _____

Their No. _____ Time Rec'd _____

Remarks: _____

Script for Taped or Spoken Telephone Exercise

(Telephone rings)

Secretary: Good morning, Mr. Finch's office. Miss Ball speaking.

Caller: Hi. This is Sidney Hill calling him. From General Tire. Put Bob on, please.

S Sorry, Mr. Hill, Mr. Finch is out of the office this morning. Can I take a message?

C Uh-oh. I really must speak to him today. Something sticky came up on that New Orleans order. Can he call me this afternoon?

S Sure thing -- he'll be in all afternoon. What's your number, please?

C Whoops -- I'll be on the run. But here's where he can find me. From 1:00 to 3:00 I'll be at WI 7-4672. Then from 3:30 til 5, back here at my office.

S Your office number, Mr. Hill?

C PL 5-1100, extension 4725. And by the way, make sure you tell Bob this is urgent.

S Definitely. I'll tell Mr. Finch to be sure to reach you. He'll call either between 1 and 3 at WI 7-4672...?

C Check.

S Or from 3:30 on at PL 5-1100, extension 4725.

C Right. Thanks. Bye.

COVER THE TELEPHONE FOR AN HOUR

You have been assigned to cover a vice president's secretary's telephone for an hour while both she and her boss, Mr. James Finnegan, are out to lunch.

Mr. Finnegan will be back at 2. Laura Siegel, his secretary, will be back at 1.

Be sure to get every caller's name and number (or extension, if he or she is in the same office). Take each message down on a separate phone slip, to give to the secretary when she gets back from lunch.

RING

First call

Mr. Finnegan's office. Miss Jones speaking.

Jim Finnegan, please.

Sorry, he's out to lunch till 2. Who's calling, please?

I need some dope from that Avco file, Miss Siegel. Just tell me....

Sorry, this isn't Miss Siegel -- I'll take a message and she can call you back with the information at 1:00. Whom shall I tell her called?

Bill Landes, from Sales.

Mr. l a n -- would you spell it, please?

Are you calling from the outside?

No. I'm here at First National.

Your extension, please, and shall I tell Miss Siegel you need information from the Avco file?

Good idea. It's extension 4515.

She'll call after 1.

INSTRUCTIONAL
MATERIAL

RING

Second Call

Mr. Finnegan's office. Miss Jones speaking.
I'd like to speak to Mr. Finnegan.
Sorry, he's out to lunch till 2. May I take a message for him?
This is Abercrombie Fitch. The suit he is having altered is ready. Will he pick it up or shall we deliver?
I'll have him call you and let you know this afternoon. May I have your name and number?
The number is 544-0070. He should ask for Mr. Dumfry, extension 742.
Mr. Dumfry, would you mind spelling your name?
D - U - M - F - R - Y.
Thank you. That 544-0700, Mr. Dumfry, extension 742.
Mr. Finnegan will get back to you, this afternoon.

RING

Third Call

Mr. Finnegan's office. Miss Jones speaking.
Jane? Oh, is Miss Siegel there?
She's out to lunch. Can I take a message?
This is her mother. I'd like her to call. When do you expect her back?
At one. Does she know where to reach you?
I'm just going to lunch -- have her call my office after 2, please.

RING

Fourth Call

Mr. Finnegan's office. Miss Jones speaking.
Mr. Finnegan, please.
Mr. Finnegan is out to lunch. May I leave a message for him?
This is Donald Swain, from Avco. Have him call as soon as he can.
Certainly, Mr. -- Swain, is it?
S - W - A - I - N. From Avco. PL 7-4400, extension 21.
Thank you, Mr. Swain. Mr. Finnegan will get back to you early this afternoon.

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Telephone exercise:

JAWBREAKER WORDS

SITUATION:

You'll play the secretary, the teacher (or tutor) will play Mr. Bryce, your boss, a stuffy type who always uses big words. When he's around, you can manage fairly easily. But now he's out of town for the first time -- and you have to give a message from him to his assistant, Mr. Roberts.

Here's the message. You can interrupt Mr. Bryce, ask questions, or just listen -- but make sure you are able to tell Mr. Roberts what the boss wants him to do during the time he'll be away.

Mr. Bryce:

I'm detained in Cleveland and want you to tell Mr. Roberts to allocate the office work for the remainder of the week.

Tell him to compile a brief chronological report and alert me to any difficulties that might come up.

Key Vocabulary: allocate

chronological

Speaking Exercise

PRONUNCIATION DEVILS

Read aloud, pronouncing each word carefully, into the tape recorder. We'll check against a list of 23 "Pronunciation Devils."

A MAN FOR DETAILS

Let me tell you about the president of my company.

He is no more than forty, and very well educated.

He is very interested in the business -- the staff, etcetera.

Going down on the escalator with Marge, he even remembered to congratulate her on her wedding last month. You have to give him a lot of credit for remembering personal things.

He's the kind of boss you never mind picking up coffee and sandwiches for.

He is fussy, though, about every sentence in every letter he signs, right down to the last asterisk. I had to do one letter over twenty times before it was perfect enough for him.

That's life at the United International Fabric Center for you. I'm glad when it's Sunday, and I'm back home on Flatbush Avenue.

Pronunciation Devils used in "A Man for Details"

STANDARD

NON-STANDARD

Let me

Lemme

president

presinen

forty

fordy

educated

ejacated

business

bitness, binness

interested

innerested

et cetera

exetra

es calator

excaltator

congratalate

congradulate, congrajulate

have to

hafta

lot of

lotta

picking up

picken up

sandwiches

sanwiches, samwiches

sentence

sennence

asterick (*)

asterik

had to

hadda

twenty

twenny

perfect

perfick

united

uni-ned

international

innanational

center

cenner

Sunday

Sunny

Flatbush

Flabbush

Task: Filing

Simple placement of folders or cards into selected file alphabetically; ordering of name and address cards, alphabetically and geographically; locating and pulling items from file, using office system for maintaining control of items to be pulled

Suggested skills and knowledge to be emphasized:

Alphabetizing
Knowledge of accepted business filing rules for alphabetizing
Checking and doublechecking for accuracy/speed
Following instructions
Understanding the job to be done
Scanning written material for needed information, main idea

Suggested learning activities:

1. Select and administer a range of filing tests, from simple to fairly complex, chosen from business school, commercial high school or civil service tests. (Sample ARCO tests included, for illustrative purposes only).

Use a stop watch and introduce timing as a factor.

Points to establish:

- students' level of skill at alphabetizing and filing
- importance of reading and understanding instructions in order to build up one's accuracy and speed in test-taking

2. Reading for the Main Idea

- . Refer to Section II Reading and Vocabulary
- . Exercise, "When to Quit" (attached)
- . Homework: Read and identify the main ideas in three selections --
"I Wonder as I Wander" by
Langston Hughes
Two poems by Paul Lawrence Dunbar

Time: 6 minutes

**INSTRUCTIONAL
MATERIAL**

ALPHABETIC FILING EXERCISE #1

Each of the following exercises consists of a capitalized word which would be filed correctly before one of the words listed after it. Indicate the word before which the key word should be filed by writing the letter preceding the correct answer. In the following example X, correct answer is B.

X. SHAKESPEARE:

- (A) Shaker (B) Shame
(C) Shad (D) Shaw

- | | | | |
|--|-------------------------------------|---|----------------------------------|
| 1. BIOGRAPHY:
(A) Bible
(C) Bølge | (B) Bibliography
(D) Biology | 12. GREAT BRITAIN:
(A) Grant
(C) Greek | (B) Greece
(D) Greeley |
| 2. DRAMA:
(A) Drawing
(C) Dreyfus | (B) Drayton
(D) Drugs | 13. JAPAN:
(A) Jackson
(C) Japanese | (B) James
(D) Java |
| 3. INQUISITION:
(A) Industry
(C) International | (B) Insurance
(D) Interne | 14. MENUS:
(A) Melville
(C) Merchandising | (B) Mennonites
(D) Meredith |
| 4. LUGUBRIOUS:
(A) Lucretius
(C) Luther | (B) Lumber
(D) Lutheran | 15. PEDAGOGY:
(A) Peace
(C) Penman | (B) Pediatrics
(D) Penology |
| 5. OCEANIC:
(A) Occult
(C) Oklahoma | (B) Ohio
(D) Optics | 16. ARCHIVES:
(A) Achaeology
(C) Arctic | (B) Architecture
(D) Arkansas |
| 6. ENGLAND:
(A) Engineering
(C) Engraving | (B) English
(D) Entomology | 17. HAGIOGRAPHY:
(A) Hamilton
(C) Hawaiiana | (B) Hardy
(D) Hays |
| 7. IRRIGATION:
(A) Ireland
(C) Iron | (B) Irish
(D) Irving | 18. LEGEND:
(A) Legacy
(C) Legislation | (B) Legal
(D) Legislative |
| 8. MARINE:
(A) Margolin
(C) Mary | (B) Marketing
(D) Maryland | 19. METALLURGY:
(A) Metal
(C) Meteorology | (B) Mete
(D) Methodist |
| 9. PALEONTOLOGY:
(A) Pacific
(C) Palestine | (B) Painting
(D) Paltry | 20. PHILIPPINE:
(A) Philately
(C) Philosopher | (B) Philology
(D) Philosophy |
| 10. ASIATIC:
(A) Ascetic
(C) Astronomy | (B) Assyriology
(D) Astrophysics | 21. MONTAIGNE:
(A) Monastic
(C) Montana | (B) Money
(D) Mountain |
| 11. ENTOMOLOGY:
(A) Endocrine
(C) Eskimo | (B) Erasmus
(D) Etching | 22. LANGUAGES:
(A) Land
(C) Lanier | (B) Landscape
(D) Lantern |

23. **ANATOMY:**
 (A) Anabaptistica (B) Anarchism
 (C) Annals (D) Anthropology
24. **CONFEDERATE:**
 (A) Congregational (B) Connecticut
 (C) Conrad (D) Contamination
25. **FOOD:**
 (A) Florida (B) Folklore
 (C) Foreign (D) Forestry
26. **LITERATURE:**
 (A) Lincoln (B) Lithograph
 (C) Lithuanian (D) Liturgy
27. **MICROSCOPY:**
 (A) Michigan (B) Middle
 (C) Military (D) Milton
28. **PHYSICS:**
 (A) Physic (B) Physical
 (C) Physician (D) Psychical
29. **CATHOLIC:**
 (A) Catacombs (B) Catalogs
 (C) Catechisms (D) Cattle
30. **FRANCE:**
 (A) Franciscan (B) Franklin
 (C) Fraternity (D) Free
31. **HOSPITALS:**
 (A) Horace (B) Horses
 (C) Horticulture (D) Housing
32. **LOUISIANA:**
 (A) Longfellow (B) Louis
 (C) Lovejoy (D) Lowell
33. **RABIES:**
 (A) Rabbi (B) Rabbinical
 (C) Radio (D) Railroad

ALPHABETIZING # 1
Answer Sheet

- | | |
|-------|-------|
| 1. D | 18. C |
| 2. A | 19. B |
| 3. B | 20. B |
| 4. B | 21. C |
| 5. B | 22. C |
| 6. B | 23. C |
| 7. D | 24. A |
| 8. B | 25. C |
| 9. C | 26. B |
| 10. B | 27. B |
| 11. B | 28. D |
| 12. B | 29. D |
| 13. C | 30. A |
| 14. C | 31. D |
| 15. B | 32. C |
| 16. C | 33. C |
| 17. A | |

Time: 4 minutes

ALPHABETIC FILING EXERCISE #2

INSTRUCTIONAL
MATERIAL

1. In alphabetic filing the first of the names to be filed is
(A) Book & Co. (B) Book and Son
(C) Brook and Co (D) The Brook Co.
2. In alphabetic filing the last of the names to file is
(A) G. Jones (B) George T. Jones
(C) David A. Jones (D) George Jones.
3. The name filed first is
(A) 520 West 18th St. Corp.
(B) 400 West 208 St., Corp.
(C) The Howard Publishing Co.
(D) New York Realty Corp.
4. Dr. John J. Hood should be indexed as
(A) Hood J. John (Dr.)
(B) John J. Hood (Dr.)
(C) Hood, John J. (Dr.)
(D) Dr. John J. Hood.
5. The name Board of Education, Philadelphia, should be filed as
(A) Philadelphia, Education, Board of
(B) Board of Education, Philadelphia
(C) Education, Board of, Philadelphia
(D) Philadelphia, Board of Education.
6. Dr. L. Carlton Brown should be indexed as
(A) Carlton L. Brown (Dr.)
(B) Brown, L. Carlton (Dr.)
(C) Brown, Carlton, L. (Dr.)
(D) Dr. L. Carlton Brown.
7. In alphabetic filing the name filed first is
(A) Mrs. O. Bradon (B) Dr. O. Brandon
(C) A. Brandon (D) Prof. P. Bradon.
8. In alphabetic filing the name filed last is
(A) John Eton (B) J. Allen Gould
(C) J. A. Gould (D) J. B. Clinton.
9. In subject filing (alphabetic by subject) the name filed first is
(B) The Elliot Book Co.
(C) Faber Camera Co.
(D) Greater Auto Co.
10. In alphabetical filing abbreviations such as "Wm." or "Chas." are
(A) disregarded entirely
(B) treated as if spelled out
(C) disregarded except for first letter
(D) placed in parentheses and disregarded.
11. The correct alphabetical filing order of the following names is
(A) Burns Hat Company, Chicago, Ill.; Burns Hat Company, New Haven, Conn.; Burns Community Shops
(B) Burns Hat Company, New Haven, Conn.; Burns Hat Company, Chicago, Ill.; Burns Community Shops
(C) Burns Community Shops; Burns Hat Company, New Haven, Conn.; Burns Hat Company, Chicago, Ill.
(D) Burns Community Shops; Burns Hat Company, Chicago, Ill.; Burns Hat Company, New Haven, Conn.
12. The correct alphabetical filing order of the following names is
(A) Sanford, C.M.; Sanford, Charles B.; St. John, Philip
(B) Sanford, Charles B.; Sanford, C. M.; St. John, Philip
(C) St. John, Philip; Sanford, C. M.; Sanford, Charles B.
(D) St. John, Philip; Sanford, Charles B.; Sanford, C. M.

**INSTRUCTIONAL
MATERIAL**

ALPHABETIZING #2

Answer Sheet

1. A
2. B
3. A
4. C
5. A or C
6. B
7. A
8. B
9. D
10. B
11. D
12. C

From Free to Read: A Guide to Effective Reading
Teachers Edition

When To Quit

Many people simply don't know when to quit a job. They get a job, they stick with it, and they're stuck with it. Knowing when to quit a job that is either undesirable or lacking in challenge is just as important as knowing how to get a job.

A person should quit a job when he realizes that it is wrong for him. If he finds that he has to be a "yes man" in order to get ahead, he's in the wrong place. A man likes to get ahead because someone has recognized his merits and rewards his ideas.

If a job offers no training that will lead to a better position, it's the wrong job. A lifetime of no progress is a long time. The first ten years on a job should offer training for better things. The least a young person can expect from his first job is an opportunity to learn in order that he may improve both his skills and his chances for better pay. If the job offers no training, it's the wrong job for the man who wants to get ahead. (186 words)

True or False

- 1. On the whole, young people don't know when to quit jobs.
- 2. When an employee becomes unhappy with his job, he should quit immediately.
- 3. An employee should force himself to be a "yes man" and stay on the job.
- 4. A good job should give the employee as much training as possible.
- 5. A job should offer a chance for better skills and better pay.

I Wonder as I Wander

MARY McLEOD BETHUNE

When Zell and I got to Miami in the spring of 1931, we found the car unmovable. In storage through the long summer heat, the tires had gone flat. The rims of the wheels had cut through one of them and damaged the others. To get the car out, buy a secondhand tire and four new inner tubes, took all the money we had. We had to pawn my camera and everything else, except the two Haitian voodoo drums we had lugged from the Cap. These drums we would not part with under any circumstances. The pawnshops did not consider Zell's paintings of any cash value. Neither did the secondhand tire dealer. I had thirty-four dollars in the bank in New York, but I knew no one in Miami through whom I could cash a check. We were broke—and exactly 1,383 miles from New York.

"All I know to do," I said, "is use what little change we have left for a few gallons of gas to get to Daytona. There I'm sure Mrs. Bethune will cash a check for me at her college."

We starved all the way to Daytona, more than half the length of Florida. But once there, Mrs. Bethune received us cordially, sat us down to dinner, and cashed a thirty-dollar check without question.

"Boys," said Mrs. Bethune, "I was intending to go North myself in a few days by train, so I might as well ride with you and save that fare."

Our little Ford coupe had only one seat, a rather small seat at that. Mrs. Bethune was no small woman. Zell was stocky, too. How the three of us, in hot September weather, would fare on a single seat in a small car all the way from Daytona to Manhattan, I could not surmise.

"We'll make it," Mrs. Bethune said.

With America's leading Negro woman as our passenger, we hit the road early the next morning and drove all day toward the Carolinas. What luck for us! All along the highway, Mary McLeod Bethune had friends. So whenever we got hungry on the road, we stopped at the home of some friends of hers in some Southern village. According

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to a popular saying in Florida, before Mrs. Bethune reached the wayside home of any friend anywhere, the chickens, sensing that she was coming, went flying off frantically seeking a safe hiding place. They knew some necks would surely be wrung in her honor to make a heaping platter of Southern fried chicken. Colored folks all along the Eastern seaboard spread a feast whenever Mary McLeod passed their way. Zell and I ate well on that trip. We didn't have to spend a penny for food or lodging. When nightfall came, the leading Negroes in the nearest town on the highway, with no advance warning other than a knock on the door, would roll out the red carpet for Mrs. Bethune and ourselves.

"A poet! An artist! What an honor! You always were interested in young people, Mary McLeod. Come in, make yourselves at home! Have you eaten yet? Do you want a bath? We'll get the beds ready whenever you-all get sleepy." And so it went, genial Southern hospitality all the way to Washington.

Mrs. Bethune, aside from her fame in educational circles, was a power in lodge and club activities. She was known far and wide at conclaves, conventions and church meetings. She had spoken at every colored school in the South, too. People loved her, so they showed it by offering her their best. That best, tired and hungry Zell and I shared on this journey. We shared Mrs. Bethune's wit and wisdom, too, the wisdom of a jet-black woman who had risen from a bare-footed field hand in a cotton patch to be head of one of the leading junior colleges in America, and a leader of her people. She was a wonderful sport, riding all day without complaint in our cramped, hot little car, jolly and talkative, never grumbling.

We avoided segregation by not having to seek food or sleeping accommodations in public places along the Southern highways. But we did have to get gas and sometimes use the gas-station rest rooms, usually one for MEN, one for LADIES—and a single one marked COLORED somewhere away out in the back for both men and women, if Negro. To the attendant at such stations, Mrs. Bethune would usually say, "Young man, do I have to avail myself of that shanty rest room away around there in the bushes?"

If there were no whites about, the embarrassed attendant might say, "Ma'am, just use the one marked LADIES." But if the station were busy, he would indicate that the COLORED toilet was meant for her. Then Mrs. Bethune would say gently, "Aren't you ashamed, young man?"

The young man would usually turn red and answer, "Yes, ma'am. I really am."

We arrived one day at Cheraw, South Carolina, just before noon

Mrs. Bethune said, "Let's stop at Coulter Academy and dine with the teachers, Langston, and you read some of your poems for the students."

We pulled up before a large frame building. As soon as the teachers and students saw Mrs. Bethune getting out of the car, word spread and commotion began. Classes greeted her with applause and an assembly for the whole school was ordered. She made a warm-hearted little talk, then introduced me as a poet whom she wanted the South to know better. I read the students a few of my poems, and was gratified at the warm response they received.

"You see," said Mrs. Bethune as we drove away, "you must go all over the South with your poems. People need poetry."

READING HOMEWORK

Read the short review of Paul Laurencé Dunbar's life, and the two poems chosen for this exercise.

Add any words you have to look up in the dictionary to the new words in your notebook:

dialect	myriad
valid	subtleties
familiar	nay
guile	sprite

Next week we will read the poems, and discuss the meaning each carries today, in 1970, even though it was written back in the 1800s. We may also want to talk about some of the things that make poetry so special, like rhyme, meter and images.

PAUL LAURENCE DUNBAR

Paul Laurence Dunbar, the first black poet to win national recognition, was born in Ohio in 1872, the son of slaves who had run away to freedom in Canada. He began writing poems in high school and published his first collection, Oak and Ivy, at his own expense in 1893. Poet, short story writer and novelist, writing in Literary English and in dialect, he was assured success when William Dean Howells favorably reviewed his second volume and wrote the introduction for his third. Though "We Wear the Mask," from Majors and Minors (1895), is slightly sentimental, its insights are still painfully valid. Declining health, familial problems, and the pressures of success led to his early death in 1906.

We Wear the Mask

We wear the mask that grins and lies,
It hides our cheeks and shades our eyes,—
This debt we pay to human guile;
With torn and bleeding hearts we smile,
And mouth with myriad subtleties.

Why should the world be overwise,
In counting all our tears and sighs?
Nay, let them only see us, while
We wear the mask.

Dawn

An angel, robed in spotless white,
Bent down and kissed the sleeping Night.
Night woke to blush; the sprite was gone.
Men saw the blush and called it Dawn.

Task: Filling Out Forms

Entering information (from letters, chits, orders, etc.) on prepared forms (expense, requisition, travel, health, time sheets, periodical order forms, employment, benefit, school applications)

Suggested skills and knowledge emphases:

Follow written instructions
Understand job to be done
Check and doublecheck for accuracy
Know where to find information
Copy clearly and accurately
Spell correctly
Understand the meaning of words on form
Capitalize
Punctuate
Make simple computations

Suggested learning activities:

1. Integrate discussion and practice of filling out forms with appropriate program activities at beginning of course -- specifically going over students' application, registration, personal data, job inventory and language skill assessment forms.
2. "Filling Out Forms: Questions to Ask Oneself"
Discussion starter for brief session (if needed) on filling out forms.
3. Exercises: Sample application for promotion or transfer (attached); Sample employment agency form.

4. Homework: Health Insurance Claim
5. Integrate throughout semester with assignments carried out for Section III, "Career and Education Guidance" sessions.

FILLING OUT FORMS: Questions to Ask Oneself

How do I feel about ANY form?

Do I stop trying BEFORE I start reading?

Do I understand this particular form?

What terms are new or unfamiliar to me?

What is my reaction to needing information that I don't have
"off the top of my head?"

Have I filled in everything asked for?

And checked over the form again - and AGAIN?

Forms sometimes end up in permanent records.

Does this job transfer form present ME in the BEST
POSSIBLE WAY?

Does this health benefit form describe my claim in the
best possible way?

APPLICATION FOR
PROMOTION OR
TRANSFER

XYZ

Global
Communications

**INSTRUCTIONAL
MATERIAL**

-complete this form in ink or type

Name _____ Age _____
First Middle Last Years

Home Address: _____
Street and Number City State

Department: _____ Office: _____

Present Position : _____ Previous Position : _____

Position applied for: _____ Office: _____

Education:

SCHOOL	NO. YEARS	YEAR OF GRAD'N	NAME AND LOCATION	COURSE TAKEN—DEGREE OR DIPLOMA
Grammar or Parochial				
High School				
Business or Technical				
College or University				

Other Education: _____

Describe your qualifications for the position:
State

(Use reverse side if more space is needed)

When request for transfer, state reason:

Date

(Signature of Applicant)

This application is not only a factor in considering you for promotion or transfer, but will be kept as a permanent record in your individual personnel file. Please read over what you have written with this point in mind and make certain the information requested has been accurately and completely supplied.

04100290/910065

203

**INSTRUCTIONAL
MATERIAL**

PRINT LAST NAME FIRST

XYZ PERSONNEL AGENCY, Inc.

Date

				* Date of Birth	Position Desired		Minimum Salary	
				* Age	Employed at Present?		How did you hear of us?	
Address				Social Security No.		Office Phone No. Ext.		Will You Pay For Telegram?
Own Car Drive Car				Home Phone Neighbor's				
High School	Years Attended	Year Graduated	Married	Height Ft.	Weight Lb.	Color of Hair	Dependents	Will You Accept Temporary Work Travel Go Out of Town
College	Years Attended	Year Graduated	U. S. Citizen	Special Education				
Foreign Languages			Speak Read Write	Have you been Excluded				
Full Name - Address & Telephone			Superior	Line of Business	Position Held	Starting Date	Leaving Date	Salary
								Why did you leave?

Steno Speed _____ Accountant _____ Payroll Clk. _____ Cost Clk. _____ Plug Bd. _____ Bookbkg. Mach. _____ Miscellaneous _____
 Typing Speed _____ Full Charge Bkpr. _____ Inventory Clk. _____ File Clk. _____ Monitor Bd. _____ Key Punch _____
 Statistical Typing _____ Asst. Bkpr. _____ Record Clk. _____ General Clk. _____ Edi-Dictaphone _____ Addressograph _____
 Statistician _____ Adding Mach. _____ Ledger Clk. _____ CR & Collect _____ Comptometer _____ Mimeograph _____

* NEW YORK LAW AGAINST DISCRIMINATION PROHIBITS DISCRIMINATION BECAUSE OF AGE.

Please Read Other Side Carefully and Sign Contract

Exercise: Health Insurance Claim

FILLING OUT FORMS

Your office has health insurance, which you've never needed to use -- until now.

On Saturday, January 12, 1974, you fell on the ice and broke your left elbow. You were sent to the hospital for an operation to pin the broken bones in place. Dr. Hecht, the anesthetist, visited you in your hospital room Monday night and discussed what kind of anesthetic he would use. On Tuesday, January 15, the operation took place. You were sent home with your arm in a bandage and told you could go back to work the following Monday, January 21.

The anesthetist's bill for \$75 arrived the day you got home. The surgeon is still seeing you, and said he would bill you later on.

As soon as you returned to work, you found out who in the office handles health insurance claims, and told her what happened. She gave you several sets of the attached Claim Form.

For each bill you get, you must fill out your portions -- Part A to be completed by patient, Section A to be completed by Employee. Then you attach a copy of the doctor's bill to be paid, and return the form to her.

Fill out your portions of the attached claim form as if you had suffered the accident described above.

- Questions:
1. When you are covered by this particular policy, do you have to pay the doctor's bill yourself? Or will filing the claim form through your office pay him?
 2. Does anyone in your household have health insurance coverage that includes health care for you (as wife, child)?

Group Discussion: Do you know what kind of medical benefits your company gives?

Some companies provide health insurance that simply pays for your hospital care and the cost of doctors and tests while you are in the hospital. Other firms carry more expensive policies that entitle you to make claims for medical benefits when you are not in the hospital, but sick and seeing doctors. One company's policy may cover just you; another company's health insurance may allow you to sign up for coverage of other members of your household (children, husband or wife, mother). A few companies offer employees insurance for dental or psychiatric care.

Make sure you know what your company health benefits include.

Any New Words for Your Notebook?

anesthetic	exceed	respective
claims	release	prepayment
benefits	course	provincial
	deemed	incurred
	validity	

HEALTH INSURANCE CLAIM - GROUP

COMB-1 (10-

PART A

TO BE COMPLETED BY PATIENT (INSURED)

Spaced for Typewriter - Marks for Tabulator Appear on this Line

PATIENT'S NAME AND ADDRESS	DATE OF BIRTH
INSURED'S NAME IF PATIENT IS A DEPENDENT	INSURED'S SOCIAL SECURITY NO.

AUTHORIZATION TO PAY BENEFITS TO PHYSICIAN: I hereby authorize payment directly to the undersigned Physician of the Surgical and/or Medical Benefits, if any, otherwise payable to me for his services as described below but not to exceed the reasonable and customary charge for those services.

SIGNED (INSURED PERSON)

DATE

AUTHORIZATION TO RELEASE INFORMATION: I hereby authorize the undersigned Physician to release any information acquired in the course of my examination or treatment.

SIGNED (PATIENT, OR PARENT IF MINOR)

DATE

PART B

ATTENDING PHYSICIAN'S STATEMENT

1. DIAGNOSIS AND CONCURRENT CONDITIONS
(IF DIAGNOSIS CODE OTHER THAN ICD-9 USED, GIVE NAME):

2. IS CONDITION DUE TO INJURY OR SICKNESS ARISING OUT OF PATIENT'S EMPLOYMENT?

YES ☐ NO ☐

PREGNANCY?

YES ☐ NO ☐

IF YES, APPROXIMATE DATE PREGNANCY COMMENCED.

DATE

3. REPORT OF SERVICES (OR ATTACH ITEMIZED BILL) (IF PREVIOUS FORM SUBMITTED TO PRUDENTIAL YOU NEED SHOW ONLY DATES AND SERVICES SINCE LAST REPORT)

DATE OF SERVICES	PLACE OF SERVICES	DESCRIPTION OF SURGICAL OR MEDICAL SERVICES RENDERED	PROCEDURE CODE - IF USED (IF CODE OTHER THAN CPT-9 USED, GIVE NAME)	CHARGES

TOTAL CHARGES > \$

AMOUNT PAID > \$

BALANCE DUE > \$



IO-Doctor's Office

IH-Inpatient Hospital

NH-Nursing Home

H-Patient's Home

OH-Outpatient Hospital

OL-Other Locations

*ICDA-International Classification of Diseases

**CPT-Current Procedural Terminology (current edition)

4. DATE SYMPTOMS FIRST APPEARED OR ACCIDENT HAPPENED.

5. DATE PATIENT FIRST CONSULTED YOU FOR THIS CONDITION.

6. PATIENT EVER HAD SAME OR SIMILAR CONDITION?

YES ☐ NO ☐ IF "YES" WHEN AND DESCRIBE:

7. PATIENT STILL UNDER YOUR CARE FOR THIS CONDITION?

YES ☐ NO ☐

8. PATIENT WAS CONTINUOUSLY TOTALLY DISABLED (UNABLE TO WORK).

FROM

THRU

9. IF STILL DISABLED, DATE PATIENT SHOULD BE ABLE TO RETURN TO WORK.

12. DOES PATIENT HAVE OTHER HEALTH COVERAGE?

YES ☐ NO ☐ IF "YES" PLEASE IDENTIFY

DATE

PHYSICIAN'S NAME (Print)

SOCIAL SECURITY NO.

SIGNATURE

DEGREE

TELEPHONE

STREET ADDRESS

CITY OR TOWN

207

STATE OR PROVINCE

ZIP CODE

10:4 A To Be Completed By Employee

Itemization Of Bills (Attoch Bills)

(If additional space is needed, please use an additional sheet)

Employee's Signature

(Print Name of Patient)

Information may be used to the extent deemed necessary by Prudential to determine the validity or amount payable on account of this claim.

19_____

Patient's Signature (Parent, if Patient a Minor)

SECTION B To Be Completed By Employer

91210 ED 6-70

Task: Writing telephone messages

in memos, using complete
sentences, narrative

Suggested skills and knowledge emphases:

Listening and responding well
Questioning
Note-taking
Doublechecking information (names, numbers, places)
Organizing message for clarity of meaning
Composing correct, concise sentences
Forming logical paragraphs
Capitalizing, punctuating, spelling
Appending any needed data to help the receiver
of message respond to the inquiry summarized
in memo

Suggested learning activities:

1. Telephone exercise, "Getting the Facts," for practice in listening, questioning, notetaking, writing up message.
2. Telephone message exercise, "Urgent Situation"
 - Practice in understanding that one particular call is urgent -- and that the message should be handled that way, both in writing and delivery.
 - Practice in getting a verbatim (word for word) message down when that is important
 - Transition into the important uses of punctuation: recognizing and punctuating direct quotations, using the comma and terminal punctuation.

3. Sentence-writing exercise
4. Jumble puzzle
5. Simple punctuation exercises: comma, capitalizing
6. Spelling dictation sentences based on common "spelling devils"
7. Homework (writing practice)
 - . Keep a log, entering one page weekly
 - . Writing exercise -- turn a first sentence into a paragraph

TELEPHONE MESSAGE EXERCISE

"GETTING THE FACTS"

SITUATION: A sales representative calls in to the home office with the following message, for the secretary to transmit to the sales director:

Bare Message:

"Hello, Jane, this is Fred.

"Tell Jake we're up 25 per cent in Milwaukee.

"Contracted with a chain out there, Kromley's Dry Goods.

"I'm forwarding a copy of the agreement and we need to get an acknowledgment out right away."

Problem 1: Questioning to collect the necessary information. Role play with several students, instructing them to get all the additional information they need from "Fred" so that the sales director, "Jake," can take action on the message. Get the facts needed, and mark them down in your notes.

Problem 2: Write up the message clearly, concisely, including all necessary information.

-more-

Checklist: Did the student ask pertinent questions, such as the mailing address of Kromley's Dry Goods chain?
Is her written memo dated?
Does it mention the full names of the people involved?
Did she ask for and write down the telephone number where Fred can be reached in Milwaukee?
Is the memo legible and organized?

- Tips:
- Check Message Form Slip for questioning essentials: who is the call for, who called, when, where can she or he be reached, what is the message.
 - Repeat names, numbers, crucial words for accuracy and to get correct spellings.

Telephone Message-Taking and Writing:

URGENT SITUATION

The following call is for John Jenks, a lawyer representing the firm you work for in union negotiations. You are a secretary to the personnel director, Mr. Tucker. Negotiations have been under way for a week; today is the deadline when the current contract expires.

MR. JENKS: "Miss Kramer, please inform Mr. Tucker that the talks have stalemated. Tell him, and I quote, that the impasse was due to a lack of confidence on their part."

The student role-playing this call has an opportunity to ask a few key questions: primarily in order to get the exact message Mr. Jenks wants delivered.

Class Assignment: Write up the message concisely and accurately.

Checklist:

Were question marks used correctly?
Did Miss Kramer's total message convey the urgency she heard in Mr. Jenks' voice? How?
Did she ask pertinent questions to insure the accuracy of the message?

WRITING ASSIGNMENT

Name: _____

In two or three sentences, describe your supervisor's appearance, personality, attitudes, good points and bad points. (No one but the people in this work group will ever see what you write.)

Sentence 1:

Sentence 2:

Additional sentences if needed:

Pass your completed sheet to the student at your left. You'll read the sheet you get out loud to the group.

(Discussion of "the sentence.")

JUMBLE PUZZLE

Unscramble these six jumbled words,
one letter to each dash, to form six
ordinary words offering some good
reasons you need more money to spend.

VARLET

_____()_

Question Clue

TREN

In plain English, what is
"Career Advancement"?

()_ _ _

PIRATES

_____()

LENDRICH

Now arrange the () parenthesized
letters to form the Surprise Answer,
suggested by the above Question Clue.

_____()_ _ _ _ _

TRAKEM

Print the Surprise Answer here:

_____()_ _ _ _

() () () () () ()

CHOTELS

_____()

PUNCTUATION

INSTRUCTIONS:

In the following paragraph add commas where they are needed and delete those that are incorrectly used.

Time was and not so many years ago either when the average citizen, took a pretty dim view of banks and bankers. That this was so it should be said was the fault of banks and bankers, themselves. Banks used to be and a few still are grim and forbidding structures where business was conducted in a sort of genteel gloom atmospherically and personally. Behind the little barred windows were more often than not elderly gentlemen whose cordiality good humor and effusiveness reflected the size of the customer's bank account. Some acted as though they had been born in 500 B.C.

CAPITALIZATION EXERCISE

Instructions:

Correct the misuse of capitalization in the following letter and sentences.

Slash through all unnecessary capitalization; capitalize any letters that should be uppercased.

Dear Mr. Smith:

Mr. Jónes, our Manager of the Shipping Department, has informed me that your Company has entered a complaint about a shipment sent from the City of Boston this Fall. You did not give the Account number or the exact Date of shipment.

We have found in checking our records that: (1) the only shipment sent to you during this time was accepted without complaint; (2) signed for by your Receiving Clerk; (3) A carbon of the receipt was returned to us.

Please send more specific information and we will check further. As President of the Jones corp., I assure you we will do everything to expedite the settlement of this matter to your satisfaction.

Sincerely,

- Sentence
1. Boston is about 200 miles North of here.
 2. He went to High School in Cleveland, Ohio
 3. Pick up a case of coca-cola.
 4. My Father is an engineer.
 5. One example of new School architecture is the John F. Kennedy high school in the Bronx.

SPELLING and PRONUNCIATION

Dictation Exercises for Tutoring Sessions

(One or 2 students dictate)

1. Reins. President Ford holds the reins of government.
2. Rains. The sun shines all week, but on weekends it rains.
3. Reign. In England, people live under the reign of Queen Elizabeth II.
4. Accent. Pardon my Southern accent.
5. Quantity. Her typing was poor because she tried for Quality. quantity instead of quality.
6. Mischievous. She's always worrying about that mischievous child of hers.
7. Representative. Do you know the name of your U.S. Senator and Representative?
8. Athletics. Mrs. Feeney's boy is good at athletics, Mathematics. but flunking mathematics.
9. Counsel. Some people call a lawyer an attorney or a counsel.
10. Council. CCA is a program of the National Council of Negro Women.
11. Customer. Business used to try above all to satisfy the customer.
12. Consumer. Today's housewife needs consumer rights group to protect her in the marketplace.

WRITING

Homework Assignment:

LOG

Write at least one page weekly:

- something that bothers you: at home, at work, at school
- something that interests you -- from the paper, TV, new acquaintances, etc.

(Stress on ideas. May be position paper, exposition of views)

Homework:

WRITING EXERCISE

Use any one of the following as the first sentence of a short paragraph.

Pick the opening sentence which you can most easily turn into a little story.

Make sure that the story part that you add uses complete sentences, properly punctuated. Check any doubts you may have about spelling in your dictionary.

1. The new typist's six-year-old woke up Sunday night with a fever of 104°.
2. Some people wear the most inappropriate clothes to work -- Selma, for instance.
3. After weeks of saying no, Dolores finally agreed to go out last Saturday night with Tom, the new young man in the office.
4. Yesterday at a quarter to 12, my boss told me he was expecting three associates in for lunch at noon -- and told me to take care of it.

Task: Research

In company directory, zip
code directory, telephone
books, daily newspaper,
dictionary, department
files, company library.

Suggested skills and knowledge emphases:

Read and follow written instructions
Check and doublecheck work for accuracy
Comprehend overall systems through which various
reference materials transmit information
Understand special symbols and the information these
convey (maps, charts, tables, abbreviations)
Know where to find information

Suggested exercises and assignments:

Note: The attached sample finding-out
exercises, tested in New York City, are
based on local directories, maps and
situations -- and are offered as a guide
which may be easily adapted for other
localities.

1. Brief presentation on developing finding-out skills
(outline attached)
2. Finding-Out Exercises:
What's in the Yellow Pages?
What's on one White Page?
Map-Reading for Information
What's in the Newspaper and Where
3. Homework Assignments

Brief Presentation Outline

DEVELOPING FINDING-OUT SKILLS

To introduce topic of research, start a discussion on information tools, beginning with home situations: how to find a dentist or a lawyer in a hurry; how to find the best place to shop for a rug at discount; how to locate a good beautician close to your office or home.

What kinds of tools do you turn to: a few particularly knowledgeable people in your family or neighborhood, the newspaper.

What tool is most helpful in each situation: some particularly knowledgeable person in the family or neighborhood? the telephone directory? the newspaper? a local health or community agency?

Relate opening discussion to the goal of developing the finding-out skills one needs as one advances in a business career. Skillful coping with everyday personal and family problems produces in many people some of the basic abilities need for "research" (the ability to zero in on a problem; to review a number of information tools and choose the most appropriate).

Both at work and in study, research, or the skill of digging out needed facts, is a basic to be learned and practiced.

In order to assemble information, one needs to develop a familiarity with a variety of sources of information. These include:

1. Office tools -- the dictionary, the thesaurus ("Give me another word for "angry" that I can use in this letter"), the secretary's handbook (how do you address a senator), office directories and organization charts, zip code directories, city maps, telephone books, daily newspapers, hotel, motel, airline timetables and rate books.
2. Interoffice sources of information -- key people who specialize in different aspects of the company's work; files in your own section, other department, central files; the company library (vertical files, card files, periodical and book arrangements, getting help from the reference librarian, xeroxing).

3. Telephone sources -- special numbers for information (daily newspaper, public library); contact people or departments (public information, consumer relations) within/outside companies, government agencies, private organizations.
4. Library sources -- special references of interest, periodicals, microfilm newspapers, professional journals, Reader's Guide, Who's Who, Biographical dictionaries, Foundation Directory, Standard & Poors, government directories.

The suggested classroom and homework exercises included apply only to Level 1.

FINDING OUT PROBLEMS

What's in the Yellow Pages?

Take turns solving these finding-out problems with the Yellow Pages Directory.

1. It's 4:30. The boss suddenly needs to order food for a last-minute supper meeting. He'll line up the sandwich orders, he tells you, while you find a good nearby delicatessen which delivers.

Your office is on Broadway, at 48th Street. Find two nearby delicatessens for him to choose between as quickly as you can.

2. You have to pick up a package at 585 Madison and need to know what crosstown block it's near. Use the Manhattan Address Locator to find out exactly where you're going.
3. Your boss has to order plastic shopping bags with your firm's name printed on them. He just asked you to find out where he can get the job done.
4. Your boss is setting up a big convention of auto dealers. He asks you to find out where he can buy 1,000 convention name badges. Find the right page in the Yellow Pages for him.
5. The uptown office of NCNW's Center for Career Advancement is at 815 Second Avenue, between East 43rd and East 44th Streets. Find the zip code quickly in the Yellow Pages.
6. Turn to Government, pages 814-826, and take a few minutes to figure out how this part of the Yellow pages is arranged.

Then... Find the numbers you need for information about:

- passports
- unemployment insurance
- renewing a driver's license
- food stamps
- getting a bad pothole fixed
- registering a complaint about no heat

FINDING OUT PROBLEMS

What's on One White Page?

Use the attached page of the Manhattan phone book (white pages) to solve the following problems:

1. An out-of town salesman parked his car near your mid-town office before he called. When he left and looked for his car, it was gone. Only then did he notice signs warning this was a No Parking, No Standing, towaway zone. Where is his car? How does he get it back? What number do you call?
2. An important buyer, in from the Midwest, left her briefcase on the bus. You are asked to report it and follow through to see if it turns up. What number do you call?
3. Your department chief remembers seeing some data he needs in a book by John Galbraith, an economist with several recent books to his credit. Your colleague forgot the title, but knows it was written within the past five years. You are to give him a list of titles of recent Galbraith books -- and the name of the publisher for each title so he can order a copy. What number do you call?
4. One of the staff just got an overseas assignment and has no passport. He needs a copy of his birth certificate as soon as possible. He was born right here in New York City. You're to tell him what to do, where to go, or write. What number do you call?
5. A junior account executive promised to take a client to an outdoor performance of Shakespeare in the Central Park amphitheatre some week night in July. You need to know which plays are being performed on week nights during the month. What number do you call?

NEW YORK - CITY OF

EMERGENCY NUMBERS

AMBULANCE . . . 911

FIRE . . . 911

POLICE . . . 911

or 628-2900 in
Manhattan Only

For listings of United States Government departments and agencies, see "United States Government."

For listings of New York State Government departments and agencies, see "New York—State of."

SERVICES and FREQUENTLY CALLED NUMBERS

AMBULANCE . . . 911
ABORTION/BIRTH CONTROL
Information . . . 233-3100
ADDICT ASSISTANCE . . . 966-1441
AIR POLLUTION COMPLAINTS . . . 966-7500
BIRTH RECORDS . . . 247-0130
BOROUGH PRESIDENT'S OFFICE . . . 566-4300
BUILDING COMPLAINTS . . . 966-4800
COMPTROLLER'S OFFICE —
See Listings Below
CONSUMER AFFAIRS DEPT. . . 966-7777
CONSUMER COMPLAINTS —
See Regular Listings
At "Consumer" On "C" Pages
DEATH RECORDS . . . 247-0130
DISTRICT ATTORNEY-Manhattan . . . 732-7300
FIRE . . . 911
FOOD STAMP INFORMATION . . . 490-3900
GOLF INFORMATION . . . 736-4020
HEALTH DEPT.-Manhattan . . . 566-7711

HEAT COMPLAINTS . . . 966-4800
HOUSING AUTHORITY—
Apt. Applications . . . 233-8078
Housing Police Assistance . . . 631-2777
Housing Police-All Other Business . . . 876-5006
INCOME TAX-CITY Information . . . 966-5900
Requests For City Tax Forms . . . 966-3025
JOBS—
Information . . . 566-6700
Applications . . . 566-8728
MARRIAGE LICENSE BUN-
Information . . . 944-7200
MAYOR'S OFFICE . . . 566-5700
MEDICAL INFORMATION . . . 594-3050
METROPOLITAN MUSEUM OF ART—
Information . . . 736-2211
NEW YORK CITY REPORT . . . 999-1234
NEW YORK PUBLIC LIBRARY—
Library Hours . . . 641-7220
Information-Reference Svce. . . 790-4161

NOISE COMPLAINTS . . . 966-7500
NUTRITION AND DIET TIPS . . . 431-4540
PARKING VIOLATIONS BUREAU—
INFORMATION . . . 725-2612
PARADES-Special Events-Information
Manhattan, Bronx . . . 755-4100
Brooklyn, Queens, Staten Is. . . 691-5858
POISON CONTROL . . . 340-4494
POLICE DEPT.—
EMERGENCIES ONLY—
POLICE . . . 911
AMBULANCE . . . 911
PRECINCTS AND OTHER POLICE BUSINESS—
SEE LISTINGS BELOW
(If Not Listed Below Dial . . . 374-5000)
POTHOLES . . . 566-2018
After 5 PM & Sat., Sun., Holidays . . . 966-2110
PRISONS-CITY
See Connection Dept. Listings Below
RENT CONTROL . . . 566-5054

SALES TAX-City New York State . . . 488-5930
SANITATION BULK COLLECTION—
See Environmental Prot. Admin-Sanitation
SANITATION COMPLAINTS . . . 966-1800
SCHOOLS PUBLIC-Information . . . 596-5030
SEWER COMPLAINTS . . . 966-7500
SKY INFORMATION—
Hayden Planetarium . . . 873-8404
SMALL BUSINESS HELP . . . 593-8660
SUICIDE PREVENTION . . . 462-3322
SUPREME COURT-Information . . . 566-4700
TOWAWAYS . . . 541-5220
TRANSIT AUTHORITY—
Lost Property Office . . . 625-6200
Administrative Office . . . 552-5200
V.D. INFORMATION . . . 267-5200
WATER COMPLAINTS . . . 966-7500
WELFARE INFORMATION
See Social Services Dept. Listings Below

NEW YORK CITY listings are grouped below by department and agencies.

If you are unable to find the New York City department or agency you want, dial 566-4446

Continued—From previous page
NY CITY OF—

HEALTH & HOSPITALS CORP.—
FLEET HOSPITAL LENOX AVE. 136—
Infectious Diseases Dept. . . . 621-4401
Pediatric Center For Child Study . . . 666-7000
Alcoholism Unit—Morningside Health Sta.
264 W. 118th . . . 663-9000
Administration . . . 621-3100
After 5 PM Call . . . 621-3131
For Services Not Listed Call . . . 621-3131
General Affiliation Ofc . . . 621-3914
Medical Svcs.—
Ambulatory Care Svcs Dept. Of . . . 621-3092
Anesthesiology Dept. Of . . . 621-3114
Medical-Nursing Library Dept. Of . . . 621-3714
Nursing Dept. Of . . . 621-3716
Nursing & Anesthesiology Dept. Of . . . 621-3622
Physiology Dept. Of . . . 621-3628
Patient Care & Evaluation Dept. Of . . . 222-1840
Pharmacy Dept. Of . . . 621-3075
Physiatry Dept. Of . . . 621-3119
Physiology Dept. Of . . . 621-3767
Public Health On Medicine Dept. Of . . . 621-3980
Social Svcs Dept. Of . . . 621-3028
Surgery Dept. Of . . . 621-3032
Surgical Svcs.—
Ophthalmology Dept. Of . . . 621-3901
Otolaryngology Dept. Of . . . 621-3403
Communications Dept. Of . . . 621-3738
Endocrinology Dept. Of . . . 621-3200
Endocrinology Dept. Of . . . 621-3004
Endocrinology Dept. Of . . . 621-3215
Endocrinology Dept. Of . . . 621-3013
Endocrinology Dept. Of . . . 621-3152
Endocrinology Programs Dept. Of . . . 621-3155
Endocrinology Records Dept. Of . . . 621-3094
Endocrinology Dept. Of . . . 621-3221
Endocrinology Dept. Of . . . 621-3334
Endocrinology Dept. Of . . . 621-3314
Endocrinology Dept. Of . . . 621-3503
Endocrinology Dept. Of . . . 621-4397
Endocrinology Dept. Of . . . 621-3182
Endocrinology Dept. Of . . . 621-3811
Endocrinology Dept. Of . . . 621-3401
COUNTY HOSPITAL CENTER
451 Clarkson Ave. Bklyn. 462-4000
COUNTY HOSPITAL CENTER
GENERAL INFORMATION
451 Clarkson Ave. Bklyn. 630-3131
COUNTY HOSPITAL 320 Concord Ave. Br. 292-3960
Continued—See next column

Continued—From previous column
NY CITY OF—

HEALTH & HOSPITALS CORP.—
METROPOLITAN HOSPITAL
CENTER-1901 1st Av.—
Patient Information Only . . . 360-6161
Ambulatory Care Svcs . . . 360-6491
Personnel Employment . . . 360-6172
Patient Accounts . . . 360-6209
Social Svcs . . . 360-6396
Central School For Practical Nurses . . . 360-6924
Mental Health Center 1900 2nd Av. . . 360-7463
Comprehensive Mental Health Center . . . 360-7403
Community Affairs . . . 360-6067
Volunteer Ofc . . . 360-6894
Public Information . . . 360-7234
For Svcs Not Listed Above Call . . . 360-6766
MORRIS HOSPITAL 268 & Gerard St. Bklyn.
QUEENS HOSPITAL CENTER . . . 990-2345
NURSING RECRUITMENT 125 W. 118th . . . 506-2990
PHYSICS LAB 99 Fort Washington Ave. . . 927-8571
SEA VIEW HOSPITAL-505 MANHATTAN AV.—
Admission Ofc . . . 678-5116
Community Affairs . . . 678-5215
Emergency Room . . . 678-5120
Patient Accounts . . . 678-5249
Patient Information . . . 678-5123
Supportive Svcs.—
Engineering/Maintenance . . . 678-5102
Financial . . . 678-5264
Medical Records . . . 678-5235
Nursing . . . 678-5239
Purchasing . . . 678-5273
Social Svcs . . . 678-5127
Volunteers . . . 678-5233
Neighborhood Family Care Center—
Appointment & Information . . . 678-5156
Dental Dept. . . . 678-5143
Dental Model Ctr . . . 678-5155
Developmental Evaluation . . . 678-5166
For Svcs Not Listed . . . 678-5151
TUBERCULOSIS HOSP. FACILITIES
93 Worth 566-8044

HEALTH SVCS ADMINISTRATION—
PUBLIC AFFAIRS . . . 506-8940
CHIEF MEDICAL EXAMINER 520 1st Av. . . 686-1600
PUBLIC HEALTH LIBRARY 125 W. 118th . . . 506-5169
COMMUNITY MENTAL HEALTH BD
See Mental Health & Mental Retardation Svcs Dept. Of
HEALTH DEPT. OF—
Abortion Birth Control Information . . . 377 Bway 233-3100
Ambulatory Detoxification Program . . . 377 Bway 966-2806
Animal Bites 125 W. 118th . . . 506-7105
Birth/Death Records Information . . . 247-0130
Burial of Ambulatory Care 377 Bway . . . 506-5000
Burial of Child Health 125 W. 118th . . . 506-7096
Central Complaint Control 125 W. 118th . . . 506-7126

Continued—From previous column
NY CITY OF—

HEALTH SVCS ADMINISTRATION—
HEALTH DEPT. OF—
Laboratory 455 1st Av.—
Central Reporting . . . 340-4465
Lab Improvement . . . 340-4460
Other Svcs For Lab . . . 340-4781
Poison Control Center . . . 340-4494
After 5 PM Weekends & Holidays . . . 340-4494
To No Answer Call . . . 340-4444
Centers—
Central Harlem 2230 5th Av. . . 690-2600
East Harlem 158 E. 11th St. . . 876-0300
Lower East Side 341 E. 25th St. . . 689-6353
Lower West Side 303 9th Av. . . 624-2537
Manhattanville 21 Oldway . . . 666-5900
Manhattanville 264 W. 118th St. . . 603-3822
Riverdale 160 W. 100th St. . . 866-2500
Washington Hts. 600 W. 168th St. . . 927-6300
Lead Poisoning 377 Bway . . . 566-1735
Child Health—
Al Smith House 601 6th St. . . 962-0477
Alexander Hamilton Sta. 2690 B'way . . . 862-8002
Burroughs House 280 Delancey . . . 673-5990
Decker House 175 14th St. . . 569-1800
East River House 412 E. 105th St. . . 534-3949
George Washington Houses 1777 3rd Av. . . 348-1032
In-Patient Information—
Gen. Hospitals 1A & 27 . . . 561-5151
Psychiatric Hospital 1A & 30 . . . 561-4747
Lennon Houses 1569 Madison Ave. . . 631-3100
Lillian Wald Houses 24th St. . . 278-0060
Martin Luther King Jr. Sta. 50 Lenox Ave. . . 369-4610
Mt. Morris Park 125 W. 118th St. . . 534-4612
Polo Grounds 2927 8th Av. . . 283-0500
Queens East . . . 899-6262
St. Nicholas House 281 W. 127th St. . . 865-1300
Wagner Houses 2365 1st Av. . . 427-7378
Contagious Diseases 125 W. 118th St. . . 566-7092
Day Camp 350 Bway . . . 566-6143
Day Care Div. 350 Bway . . . 566-6146
Dental—
PS 1 Henry . . . 267-1724
PS 11 320 W. 21st St. . . 243-1558
PS 41 114 W. 11th St. . . 675-3359
PS 69 121 E. 9th St. . . 673-4075
PS 99 410 E. 100th St. . . 348-3350
PS 111 440 W. 53rd St. . . 586-1121
PS 191 210 W. 1st St. . . 581-9735
Dentistry 93 W. 118th St. . . 566-8166
Dist. Health Svcs 125 W. 118th St. . . 566-6148
Employees Alcoholism Program . . . 571-0690
Family Planning Council Of N.Y. City . . . 305 Bway 662-6150
Food Poisoning 125 W. 118th St. . . 566-7196
Hand-raised Children 350 Bway . . . 566-6000
Health Dept. Garage 331 Delancey . . . 777-3811
Health Education 93 W. 118th St. . . 566-8112
Health Research Council 125 W. 118th St. . . 566-8033
Immunization Program For Rubella . . . 261 Bway 349-2255
Immunization Program 261 Bway . . . 966-2210
Continued—See next column

Continued—From previous column
NY CITY OF—

HEALTH SVCS ADMINISTRATION—
HEALTH DEPT. OF—
Infectious Disease 125 W. 118th St. . . 566-6148
Information Days 125 W. 118th St. . . 566-6148
Maternal/Child Health Svcs 125 W. 118th St. . . 566-6148
Maternity Infant Care-Family Planning Project 377 Bway . . . 966-6148
Maternity Svcs & Family Planning 125 W. 118th St. . . 566-6148
Narcotics Register 93 W. 118th St. . . 431-3100
Nursing-Public Health 377 Bway . . . 566-6148
Nutrition 93 W. 118th St. . . 566-6148
Anti-Coronary Club 93 W. 118th St. . . 923-5000
Nutrition Tips 93 W. 118th St. . . 431-3100
Nutrition Tips In Spanish 93 W. 118th St. . . 431-3100
Ofc Of Centralized Activities 125 W. 118th St. . . 566-6148
Permits 125 W. 118th St. . . 566-6148
Pest Control 125 W. 118th St. . . 566-6148
Poison Control 455 1st Av. . . 340-4494
Premature Payments 125 W. 118th St. . . 566-6148
Radiation Control 325 Bway . . . 566-6148
Nights Saturday-Sunday & Holidays . . . 566-6148
Sanitary Enfrment 125 W. 118th St. . . 566-6148
Sanitary Engrng 93 W. 118th St. . . 566-6148
School Health 125 W. 118th St. . . 566-6148
Tuberculosis 93 W. 118th St. . . 566-6148
Vaccination Information For Travel 125 W. 118th St. . . 566-6148
Venereal Disease Education Unit 93 W. 118th St. . . 925-5000
Venereal Disease Control 93 W. 118th St. . . 566-6148
Venereal Disease Information 93 W. 118th St. . . 269-5000
Venereal Disease Information In Spanish 93 W. 118th St. . . 691-5000
Veterinarian Medicine 125 W. 118th St. . . 477-5000
Working Paper Clinic 125 W. 118th St. . . 477-5000
X-Ray Survey Unit 204 W. 64th St. . . 566-6148
Information Days & Nights 125 W. 118th St. . . 566-6148
MAYORS ORGANIZATION TASK FORCE
COMPREHENSIVE HEALTH PLANNING 305 Bway 566-6148

MENTAL HEALTH/MENTAL
RETARDATION SVCS DEPT. OF 93
W. 118th St.—
Regional Offices—
Manhattan 93 W. 118th St. . . 566-6148
Bronx 93 W. 118th St. . . 566-6148
Queens 93 W. 118th St. . . 566-6148
Brooklyn-Richmond 130 Clinton St. . . 643-5000
Mental Retardation Svcs 93 W. 118th St. . . 566-6148
School Mental Health Svcs 93 W. 118th St. . . 566-6148
Patient Information & Referral Svcs 93 W. 118th St. . . 566-6148
Prison Mental Health Svcs 93 W. 118th St. . . 566-6148
Alcoholism Svcs 93 W. 118th St. . . 566-6148
Director Of Psychiatry-Hospitals 93 W. 118th St. . . 566-6148
MENTAL RETARDATION OFC OF 93 W. 118th St. . . 566-6148
Continued—See next page

Helpful
information...

be found in the introductory
of this directory. Use them
to save time.

FINDING OUT PROBLEMS

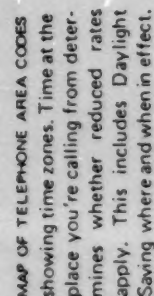
"Map-Reading for Information"

The attached map appears in the front of the Manhattan telephone directory (white pages).

Use it to solve the following problems:

1. You work for the New York City home office of a national manufacturer. Your boss arrives at 9:30 and tells you he wants to speak to the advertising manager of the San Francisco Bulletin as soon as possible.
 - a) What area code will you use to get the telephone number from Information?
 - b) At what time will you place the call for your boss?
2. In what time zone are each of the following:
 - a) North Platte, Nebraska
 - b) Columbus, Ohio
 - c) Springfield, Illinois
 - d) Hyannis, Massachusetts
 - e) Detroit, Michigan
 - f) London, Ontario
 - g) Niagara Falls -- the New York Side (see Buffalo)
 - h) Niagara Falls -- the Canadian side

number you are calling is different from that of the telephone you are using, it should be added to the number. (When placing a call with an operator, for example, say: "I want Area Code 311 555 3261"). It should not be used if it is the same. When you give someone your telephone number, include your area code if it is needed to return your call. A list of area codes for some cities begins on the next page.



note: for detailed map of Metropolitan New York area see page 4.

FINDING OUT PROBLEMS

"What's in the Newspaper and Where"

Read this page 1 index to see all the items it contains.

Then use the index to get to the part of the newspaper that may help you find exactly what you need in the following situations:

Fill in the appropriate subject and page number or numbers for each situation.

NEWS INDEX			
	Page		Page
About New York	49	Movies	32-35
Art	32	Music	32-35
Books	43	Notes on People	50
Bridge	42	Obituaries	48
Business	63-75	Op-Ed	45
Crossword	41	Real Estate	73
Editorials	44	Sports	37-42
Education	60-62	Theaters	32-35
Family/Style	50-58	Transportation	60
Financial	63-75	TV and Radio	38-41
Going Out Guide	32	U.N. Proceedings	3
Man in the News	28	Weather	60
News Summary and Index, Page 47			

Your department head says:

1. "I've got to send flowers to a client who's going off to Italy by ship tomorrow. They're sailing from one of those midtown piers in the 50s. Please check the paper for me: the florist needs the name of the ship and the sailing time."

Subject: _____ Page: _____

2. "Marge Miller is flying out to Dallas, Texas, tomorrow and is packing tonight. How hot is it and will she need rain gear?"

Subject: _____ Page: _____

3. "What time does the curtain go up for Raisin? Mr. Goldman has tickets for the Chicago staff for tonight."

Subject: _____ Pages: _____

4. "Tom Johnson's dad died this weekend, I saw in the paper this morning. I'll be going to the funeral. Please mark it on my desk calendar."

Subject: _____ Page: _____

5. "Jack Delaney's moving to another advertising agency, I hear. His appointment was announced in this morning's Times, with his picture -- you can't miss that face. Clip it out and leave it on my desk, please."

Subject: _____ Pages: _____

6. "It's been days since I checked out our mutual funds. Please clip out today's listings and put it on top of my investment folder."

Subject: _____ Pages: _____

HOMEWORK ASSIGNMENTS

TO: Language Arts Tutors

FROM: NCNW Staff

Following are some suggested homework assignments for students designed to acquaint them with a wide variety of secretarial tasks as well as with the city itself. Each student may be given a different assignment and a discussion of all of the assignments would be an interesting way to start each evening's tutoring session.

Your employer asks you to get a hotel room for an out-of-town buyer. He wants a room overlooking Central Park. What hotels would you suggest?

A representative of an English firm with which your firm is associated has asked you to get him and his wife a batch of magazines to read. What would you get?

An Italian customer is arriving on the Raffaello later this week. What day? What time? What pier? Where is the pier?

Your employer asks you to look up the final price that General Motors stock sold for yesterday. Where do you find it?

A letter sent to the Sales Manager from the Chicago office last Thursday has not yet arrived. What would you do to try to find out what happened to it?

Your employer has an appointment with Mayor Gibson in Newark City Hall. What is the best way for him to get there?

Your employer wants to buy a new electric typewriter. He asks you to recommend the best buy. What would you do?

Your company's Chicago office has asked the New York office to send a company catalogue to the Governor of Illinois. Who

is he? Where is the capital? What is the correct inside address and salutation?

Your employer would like to get some storage shelves for the stock room. Can you suggest how he can go about it?

An out-of-town buyer wants to see Catch 22. Where is it playing? What time does it go on on Saturday evening?

There is a special exhibit at the Countee Cullen Library. What is the exhibit? Where is the library? How do you get there?

How do you find out about exams for typist and stenographer for the City? The State? The Federal Government? What are the requirements? When and where are they held?

Suppose you want to buy a sofa for \$250.00 at Macy's. How much more would it cost you on an installment account over a two-year period?

You are considering opening a checking account. You would be writing about 8-10 checks a month. What would be the best kind of account to open? What branch? Would bank money orders be cheaper?

Your employer wants to get to Gulfport, Mississippi, by 2:00 p.m. on Thursday, October 16. What reservations would you make for him?

Find out what benefits you can get from your student card at such places as:

The Brooklyn Academy of Music

Museums

Carnegie Hall

Lincoln Center

Task: Initiate simple memos

Suggested skills and knowledge emphases:

Organize thoughts
Compose simple, correct sentences
Compose logical paragraphs
Get message across clearly, concisely
Use grammar properly: tenses, number, pronouns
subject/verb agreement
Spell correctly
Punctuate, capitalize, use terminology of business
in proper meaning and context

Suggested learning activities:

1. Integrate with chapter on Writing, incorporating
a) textbook exercises on: the sentence, subject/verb
agreement, tenses b) student compositions, analyzed
and discussed for main problems in grammar and usage
2. Group writing exercise, "Round Robin" (attached)
3. Subject/verb agreement exercise, "L_VE ST_RY" (attached)
4. Number exercise, "Eyes of a Hawk" (attached)
5. "Write an Expense Account Memo" (attached)
6. Spelling dictation exercises
7. Homework: writing exercise (directions from home to
office)

ROUND ROBIN: GROUP WRITING EXERCISE

Instructions to the Tutor:

At the very top of a large sheet of blank paper, write a story title: "MY BOSS," for example -- or anything else you choose to start students composing a round-robin story.

Fold the top of the paper so that it masks out the title you've written, and enables everyone in the work group to see how the round-robin will work.

Each student in the work group will contribute one sentence, folding it over so the others cannot see what has gone before.

The results are bound to be funny -- and should give the tutor a good opening to discuss why transitions and sequential development are so important in writing.

L _ V E S T _ R Y

What's missing in the title of this exercise?

Directions:

Your clue to each blank in the love story below is the infinitive in parenthesis on the left. To finish each numbered sentence, write in the correct form of the missing present-tense verb.

Grace Evans and Tom Jackson live in the same apartment house, but have never met before last month. Now Grace dates Tom secretly.

- (to do) 1. She _____ n't want her folks to know she goes out with a Jackson.
- (to get) 2. Her problem started years ago, when Tom's father got her father in trouble. The fight _____ worse every year.
- (to talk) 3. It's a real feud; even today no one else in her family _____ to anyone in his family.
- (to sneak) 4. Whenever they can, Grace and Tom _____ out to places where no one knows them.
- (to be) 5. That's the way it _____ !

Any New Words for your Vocabulary Notebook?

infinitive

parenthesis

feud

Eyes of a Hawk

¹They call him Mr. Hawkeye. ²He is the world's fastest
³reader. ⁴He works for a printing office. ⁵He reads every single
book printed in that office.

⁶Mr. Hawkeye waits at the end of a big machine. ⁷Piles of
pages continually move toward him. ⁸After he picks up a page,
he scans it. ⁹He looks for printing and typing errors. ¹⁰Sometimes
he notices mistakes. ¹¹He uses a pencil to mark them.

¹²He doesn't smile or look up. ¹³He is a very fast worker. ¹⁴The
company pays him very well because he is the most valuable
employee in the office.

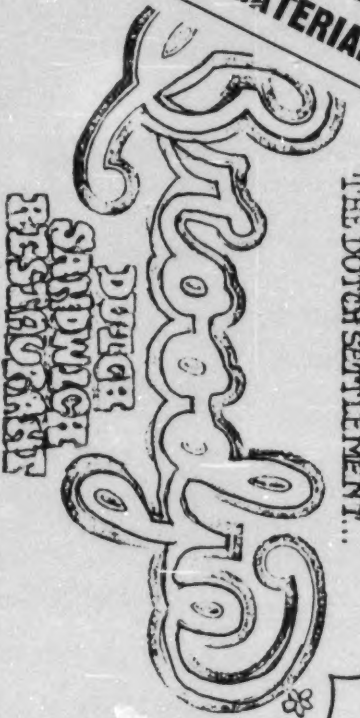
Rewrite the passage, but change Mr. Hawkeye to Mr. Hawkeye
and Mr. Scanner. You will write about two persons instead of
one. Sentence 1 will be:

They call them Mr. Hawkeye and Mr. Scanner.

Adapted from LINC, Language Innovations, Inc.
122 West 75th Street - Suite B
New York, N.Y. 10023

INSTRUCTIONAL MATERIAL

ANNOUNCING THE BEST NEWS SINCE
THE DUTCH SETTLEMENT...



SOUP DU JOUR.65 • FRUIT SALAD.75

* BROODJE - THE ORIGINAL SANDWICH OF HOLLAND - CONSISTING OF
DELICATE COLD CUTS IN A SOFT BUTTERED ROLL.

EDAM CHEESE 1.25 • DUTCH SALAMI 1.25
HOLLAND HAM 1.35 • SWISS CHEESE 1.15
ROAST BEEF 1.45 • BEEF TARTARE 1.45
DOUBLE MEAT 4.80 • CHEESE COMBO + .65

DUTCH COLD CUTS 2.75 • SALAD PLATTERS 2.75

LUNCHEON SPECIALS (see blackboard)

CHEESE CAKE.75 • DUTCH APPLE PIE.75
DUTCH CHOCOLATE CAKE.75 • RICE PUDDING.75

APPLE CIDER.45 • LEMONADE.40 • WINE (glass).85
MILK.50 • SODA.55 • COFFEE.25 • HOT TEA.25
COLD BEER • HEINEKEN 1.10 • DOMESTIC.85

DINING ROOM - TAKE OUT SERVICE • PARTIES CATERED

246 EAST 51 ST • PHONE 832-7183

WRITE AN EXPENSE ACCOUNT MEMO

Jack Jones and two colleagues order lunch for a meeting in the office, using the menu below. Mr. Jones gives you \$10 of his own, and asks you to pick up 1 salami and 2 ham sandwiches, 1 domestic and 2 Heineken beers, 1 chocolate cake and 2 apple pies. When you get back, he asks you to prepare a memo for Al Hewitt, the department accountant, so he can be repaid for the money he laid out.

- Figure out the cost, adding 8% city sales tax.
- Write a memo from Jack Jones to Al Hewitt. Keep it brief, but make up any fact you feel is necessary.

SPELLING DICTATION EXERCISES

for Tutoring Sessions

1. Apropos. Here's what I think apropos the new secretary your agency recommended.
2. Ad infinitum. He goes on and on ad infinitum.
3. Per capita. It is important to calculate how costly this program is per capita.
4. Incredible. I can't believe that: it's incredible.
5. Arrears. His account is in arrears.
6. Creditable. She did a superhuman job, and her supervisor simply said, "That was very credible."
7. Naive. The new typist, who believes everything, is naive
Ingenuous. and ingenuous.
8. Mortgage. The sale will depend on what mortgage money is available.
9. Liaison. Mr. Anderson will be acting as liaison between the two departments.
10. Coordinator. Mrs. King will be serving as the convention coordinator.
11. Separately. You will be billed separately for laboratory fees.
Laboratory.
12. Condemn. Don't be too quick to condemn another.
13. Column. Can you handle this column of figures for me?
14. Colonel. Get in touch with Colonel McFee at the Army post.

WRITING EXERCISE

Your Aunt Sally from South Carolina comes up north for a visit every year and enjoys a night out downtown.

This year, she's staying at your house for a week. Tomorrow night, she'll be meeting you at your office for dinner and a movie.

Exercise: Write a note to your aunt, explaining how she should travel from your home to your office, and how to find you once she gets there.

Task: Copy handwritten drafts

Copy the sense accurately, but make needed corrections in spelling and mechanics, including grammar

Suggested skills and knowledge to be emphasized:

Read carefully for clarity of meaning
Copy clearly and accurately
Correct for meaning, grammar, vocabulary, usage,
spelling, sentence formation, paragraphing,
typing format
Compare copy and original

Suggested activities and exercises:

1. Brief presentation on typist's responsibility for editing drafts
2. Handwritten memorandum. Sample attached with four misspellings, plus a variety of punctuation, abbreviation and format problems
3. Spelling devils
4. Vocabulary Building exercises:
 - . session on student vocabulary notebooks to date
 - . letter-into-word game for group exercise
 - . introduction to word analogies
(brief introduction to concept and sample analogy test)
5. Sentence writing exercise: "Write Your Own Ticket"
6. Homework: Bring in samples of handwritten drafts for typists from your office (with the final typewritten version, if possible). Mark in red the various improvements that should be made by the typist.

Presentation: Smoothing Out the Rough Draft

Part of a typist's job is responsibility for all the niceties of what she produces -- the format, the grammar and punctuation, the spelling -- and sometimes even the sense.

Check every draft you type for spelling. Any word that looks suspicious or unfamiliar can be checked for spelling and its sense in context in your dictionary. It's the typist's job to turn in a perfectly spelled letter, no matter how good or bad a speller the boss is.

You may also have to use your own judgment about paragraphing and punctuating. When you come across an incomplete or run-on sentence, you'll want to correct that too -- adding the words needed to complete the first; breaking up the run-on sentence into as many separate statements as the text calls for.

When you have a difficult draft to type, it's a good idea to type up a draft for the writer to go over. This gives the drafter a chance to check the whole letter for meaning, and to answer any specific queries you have.

If the handwriting is hard to read, do a rough draft: guess at words when the sense is obvious and indicate you've done so with a (?). When portions are completely illegible, type the words you can read, and leave blanks for those you cannot read _____, so the writer can fill in what is missing.

Check any statistical material you type for simple arithmetic. Use the adding machine to doublecheck each "total" given for columns of figures. If any figures are off, the person who prepared the material will appreciate this chance to correct the error.

Discussion Topic

Many typists are reluctant to change a word, use their judgment or ask a question, as good technicians should. Some executives expect, take for granted and appreciate a normal amount of editing and filling out of the words they write down or dictate. Busy people should appreciate anything that saves them time and checking. But other executives dislike being "edited" or "corrected." Each typist will have to work out a particular way to deal with each particular supervisor who gives her rough drafts or dictation to type up.

Note to instructor:

Sample "rough draft" attached contains 5 spelling errors and a variety of format inconsistencies, punctuation problems. The "correct" typed version is also included. Try this or better yet, actual materials students bring to class.

Gentlemen—

The National Council of Negro Women Health Careers Program provide career guidance & supportive services for minority group individuals, who are interested in pursuing health careers.

We wd appreciate receiving information concerning the following training programs at your hospital:

(Leave an inch of blank space)

Thank you for yr cooperation

Sincerely yours,

Patricia Pat Gibson
Program Director
NCNW HCP



national council of negro women, inc.

815 SECOND AVENUE, NEW YORK, N.Y. 10017 telephone 212-687-5870

Gentlemen:

The National Council of Negro Women Health Careers Program provides career guidance and supportive services for minority group individuals who are interested in pursuing health-related careers.

We would appreciate receiving information concerning the following training programs available at your hospital:

Thank you for your cooperation.

Sincerely yours,

Patricia Pat Gibson
Program Director
NCNW HEALTH CAREER PROGRAM

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SPELLING

Dictation Exercises for Tutoring Sessions

1. Compliments. The new assistant manager is always handing out compliments to everyone.
2. Complements. The enclosed brochure complements the Brochure. materials we already sent.
3. Cite. To prove the man is a liar, just cite the speech he made a year ago.
4. Eyesight. On this proofreading job, one needs good eyesight.
5. Site. Lincoln Park in Washington, D.C. is the site of the Mary McLeod Bethune Memorial.
6. Sightseers. The statue of Mrs. Bethune is a new landmark Capital. for sightseers visiting the nation's capital.
7. Capitol. Lincoln Park is close to the Capitol Building where the Senate sits.
8. Altar. It took me years to get him to the altar.
9. Alter. Our committee chairman regrets he cannot alter the decision made in your case.
10. Ascent. Our sales figures have been on the ascent for for seven months.
11. Assent. The crowd liked the idea and shouted their assent.
12. Surprised. You will be surprised to hear that she is a grandmother.
13. Sincerely. Mr. Jones wants all his letters signed, "Sincerely yours."

INSTRUCTIONAL
MATERIAL

LETTER-INTO-WORD GAME

How many words of four letters or more can you make out of the letters used to spell the word SECRETARY? More than 35 words (no names or places) are there for the unscrambling.

Here are 7 to start with. List as many more as you see in 5 minutes.

S E C R E T A R Y

secret
create
easy

rate
tree

arrest
yeast

Outline for Introduction to "Analogies"

A way of testing people's vocabularies and thinking abilities -- frequently used in college entrance examinations. Why? Because colleges have found out that people who do well on analogy tests are most likely to do well in college: these tests are the most reliable predictor of success that educators have found.

Whether one is planning to take an admission exam or not, it is worthwhile to see how these tests work... expanding one's vocabulary, and one's ability to think of the relating factor that is the key to each set of analogous words.

Part of the trick is learning to translate the symbols used in analogy tests into the words they stand for -- and then mentally adding one's own words to turn the analogy into a sentence that makes sense. That helps you find the relationship, and pick the right word to fill the blank for the matching analogy.

Example: puppy:dog:: boy:_____ a) lad b) girl c) man

The sign (:) translates into "is to". The sign :: translates into "as." The sentence you say to yourself first is, Puppy is to Dog, as boy is to _____. Then add the relating factor: a puppy grows up into a dog. Look for the one word that will complete the new sentence, "A boy grows up into _____." The answer must be (c) -- the "relating factor" is growth.

During the semester, practice analogy tests - as a regular part of vocabulary building. Add new words you must look up to your vocabulary notebook.

ANALOGIES

1. strong: weak:: strength: _____ a. febrility b. feebleness
c. fervor d. felicity
2. promise: oath: gift: _____ a. duty b. devotion
c. damnation d. denial
3. manager: salesman:: chef: _____ a. cook b. waiter
c. bus boy d. dishwasher
4. stenographer: typist:: accountant: _____ a. bookkeeper
b. auditor c. clerk d. financier
5. war: battle:: NYC: _____ a. Brooklyn b. N.Y. State
c. New Jersey d. Nassau
6. hair spray: aerosol can:: water: _____ a. dirt b. hydrant
c. drain d. air
7. skin: make-up:: book: _____ a. cover b. words
c. paper d. print
8. limousine: bus:: restaurant: _____ a. cafeteria
b. kitchen c. pantry d. food
9. college: lecture:: church: _____ a. hymn b. sermon
c. baptism d. congregation
10. swim: float:: walk: _____ a. run. b. ride. c. drown
d. recline
11. skimpy: rich:: milk: _____ a. water b. cheese c. fluid
d. cream
12. frail: sturdy:: infancy: _____ a. maturity b. immaturity
c. senility d. sterility

WRITING ASSIGNMENT

Name: _____

Imagine yourself working for a very unusual employer. He has offered you the chance to pick up whatever business skills, training and job experiences interest you most. You learn quickly, move around a lot and perform each new position well.

WRITE YOUR OWN TICKET

In one or two sentences, describe the kind of work you would like to be doing five years from now.

Sentence 1:

Sentence 2:

Pass your completed sheet to the student at your left. You'll read the sheet you get out loud to the group.

(Discussion of "the sentence")

Task: Use dictionary

for writing, reading, typing,
proofreading, transcription,
research, pronunciation

Suggested skills and knowledge emphases:

Alphabetizing
Effective use of this reference volume
Spelling
Pronunciation
Vocabulary
Syllabication

Suggested skills and knowledge emphases:

Note: The following activities and exercises aim to demonstrate the many uses of the dictionary, to familiarize the student with its various uses, and to develop throughout the semester a habit of regular dictionary reference.

It is suggested that at least two brief sessions on using the dictionary be included -- one to introduce the range of uses; a second to discuss spelling problems not readily solved by dictionary reference.

Suggested activities and exercises:

1. Introductory session describing the many areas in which the dictionary can help: spelling, meaning, pronunciation, syllabication, synonyms, facts about people and places, proofreading symbols.

Explanation of fine points to look for to use the dictionary most effectively: i.e. spacing of syllables, use of bold and light type, pronunciation aids at bottom of each page, stress signs, guide words on top corners; special sections on proofreading, foreign words, roots, etc.

- . Research: "What's in your American Heritage Dictionary?"
 - . Pronunciation Devils
2. Discussion session on various ways to handle the problem of not being able to find a word in the dictionary -- i.e., hard-to-find words like grateful or psychology.
- . Spelling Devil notebook
 - . Spell with Mnemonics
 - . Spelling dictation exercise

FINDING OUT PROBLEMS

What's in Your American Heritage Dictionary?

DIRECTIONS: Take turns solving these finding-out problems with your dictionary.

1. Are the Bahama Islands in the Caribbean Sea or the Atlantic Ocean?
2. Look up your sign. What is the Latin root? What does the Latin word mean in English? Draw the dictionary symbol that means from and the letter that tells you that the name of your sign comes from Latin.
3. What is the root of the word zodiac (it's not from the Latin)? What does the ancient root word mean in English? To see in a picture just what the zodiac looks like, turn the dictionary page to the last Z entry.
4. List the three states on the Western seaboard of the United States of America.
5. What is the capital of Canada?
6. Which word needs a hyphen: frameup or framework?
7. What is a synonym?
8. Write down two synonyms for the word maybe.
9. Look up the word excuse. Make up two sentences, one using excuse as a noun, the other using it as a verb.
10. Pretend you are teaching a foreign student how the dictionary can help her find the correct way to pronounce words. Show her the dictionary clue that will help her pronounce the noun excuse one way, and the verb excuse differently.

11. Pretend you want to try out for a typing job. You would have to retype manuscripts for an editor. He uses standard proofreading marks to show the changes he wants made in the final typed version.

Find the page in the dictionary that lists and explains the various proofreading marks he uses.

PRONUNCIATION DEVILS

'Picture Story'

The package of films I got for Christmas came down through the chimney. I used one whole role of film on pictures of our children opening their gifts in front of the athletic family Santa Claus.

Early in January, I sent the exposed film to the laboratory for developing. When they came back, was I surprised! The prints showed a laundry truck, with its proud owner. I called the film laboratory to complain. The laboratory had just received a similar complaint from the laundry man, and apologized for the mistake. All I asked was to get our family Christmas film back in February.

Right

films

chimney

pick-tures

chill-dren

o-pen-ing

ath-letic

San-ta

lab-ra-tory

sur-prised

laun-dree

asked

get

Feb-r-ary

Wrong

fill-ums

chim-mun-ee

pitches

chillun

ope-nin

athaletic

Sanna

lab-atory

supprise

laun-der-ee

ast, axt

git

Feb-er-erry

Feb-werry

Feb-u-ary

Mnemonics is a useful trick of the trade for students.

It is pronounced as though it had no beginning "m" (nem-on-ics). It means dreaming up a clue to jog your memory.

Mnemonics can help you remember the meaning of words, and the spelling of words. (A famous one you probably use already is: "I before E except after C, or when sounded like A, as in eighty or sleigh.")

GROUP EXERCISE: Make up your own mnemonic clues to remembering this set of hard-to-spell, look-alike words.

#1

1. { stationery (store where you buy supplies)
stationary (standing still)

Sample Mnemonic Clues
er in store matches stationery
a in standing matches stationary

2. { advice (noun)
advise (verb)

ice is a noun
ise is not a noun

3. { its (adjective)
it's (short for it is)

4. { I (pronoun)
I'm (short for I am)

5. { principal (adjective meaning "main, or noun meaning the head of a school")
principle (noun meaning a basic truth or ethical standard)

PRACTICE SENTENCES: From the numbered pairs above, pick the right word to fill the blanks in the following sentences.

There are times when 3 important for a person to stand on 5.

Let me give you some good 2: lock up your department's 1 supplies.

Tonight 4 meeting with the 5 of my son's high school.

HOMEWORK: Learn these five pairs of words.

PHONICS #2Dictation Exercise

The title of this little story is "Hospital Conversation."

I'm surprised you did not take my advice. It was silly of you to remain standing stationary when that taxi went out of control. You should have run out of its path and into the stationery store. It's a miracle you're alive. Next time someone advises you to run, beat it. That's the principal thing you should try to remember.

SPELLING

Dictation Exercises for Tutoring Sessions

1. Grateful. I'm grateful you invited me to that great
Great performance.
2. Grievous. Pardon us for the grievous error made
Inadvertently. inadvertently on your bill.
3. Adopted. Did you know that the Joneses adopted a baby?
4. Adept. The bank robber was very adept at his job.
5. Adapt. Don't complain about your daughter's height --
Height. she'll adapt herself to it.
6. Jewelry. I take a course in jewelry-making during my
Leisure. leisure time.
7. Effect. This may have a disastrous effect on sales.
Disastrous.
8. Coarse. That fellow who sells printing seems a very
coarse type.
9. Affect. You shouldn't let his wisecracks affect you.
10. Disapprove. I want him to know I di sapprove.
11. Disprove. Our competition is out to disprove our claim
that Excedrin works faster.
12. Psychology. He should learn some psychology to get along
better with people.

Task: Proofread typed manuscript

Suggested skills and knowledge to be emphasized:

Comparing and copying (for dropouts, spelling, incorporation of any marked changes).

Reading:

Ability to judge meaning, consistency

A working understanding of editing symbols, proofreading marks commonly used in marking drafts to be retyped

Writing:

Knowledge of correct sentence and paragraph construction

Ability to spot typos, spelling errors, to recognize words to doublecheck in dictionary for meaning, spelling

Knowledge of correct punctuation

Ability to set up manuscript in an appropriate format (letter, memo, news release, budget, etc.)

Suggested learning activities and exercises:

1. Brief introduction to proofreading technique and process.

Main objective: to produce accurate work without errors.

Initial stress: to develop techniques for reading and re-reading one's written work to spot and correct any errors in copying, format, spelling, grammar, meaning, punctuation.

Take-home sheet on slowing down reading speed, getting to know one's vision span, reading line by line.

Homework: Review take-home sheet, and do exercises. Sample exercises.

2. Discussion of proofreading problems on the job, i. e. :

when to read aloud with another person
(statistical reports, lists of addresses,
copy with many figures)

special proofreading problems when checking
stencils, indicating changes in final "perfect
copy

advantages of doing draft when you are typing
from dictation, notes, difficult rough copy

3. Proofreading and editing marks -- interpreting them,
using them

take-home dictionary page of proofreaders'
marks, plus page of most common markings
used on typed drafts

proofreading process: sample paragraph

4. Proofreading all work students do throughout program,
both assigned exercises and student composition.
Proofreading accuracy and professionalism should be
integrated with special work students are doing in
grammar, spelling, punctuation.

During Level II particularly, teachers and tutors
should gradually introduce and use standard proof-
reading marks, re-explaining them, incorporating them
into the way both students and instructors mark papers.

5. Spelling devils exercise.

Take-Home Sheet on Proofreading
Proofreading

**INSTRUCTIONAL
MATERIAL**

To proofread your writing with success you must slow down your reading speed in order to take in the individual letters of each word. It has been found that the most effective way to do this is to place a ruler or sheet of paper under the line you are proofreading. Your eyes are now forced to move more slowly because they cannot automatically run on to the next line.

With the sheet of paper or ruler placed under the line, begin to examine each word, allowing the tip of your pen or pencil to rest on each syllable as you read it. If necessary, pronounce each word aloud. Most of all, as you proofread do not exceed your vision span. That is, do not exceed the number of letters you are able to identify clearly with a single glance. To determine your vision span, look at the top of the following triangle and then look down, reading the letters on each line *without moving your eyes*. When you can no longer identify all the letters on a line with a single glance, you have reached your limit and have determined your vision span.

e
e n
e n h
e n h s
e n h s v
e n h s v k
e n h s v k b
e n h s v k b t
e n h s v k b t m
e n h s v k b t m l
e n h s v k b t m l o

Most people are able to identify about six letters without moving their eyes. Whatever your span, do not try to exceed it when you are proofreading your writing. Now read the triangle of words given below. When you reach a group of letters that exceed your vision span, you should divide them into smaller units that you can check more accurately.

l
a m
s a d
w h e n
b o o k s
r e v e a l
v a r i o u s
p e r s o n a l
h a r d s h i p s
c o n c e r n i n g
i l l u s t r i o u s
g o v e r n m e n t a l
a c q u a i n t a n c e s

These few simple proofreading techniques can probably help you to eliminate about half of your spelling errors. Just remember to place a sheet of paper or a ruler under the line of writing, to use a pen or pencil to mark off the syllables, and not to exceed your vision span.

While this discussion has been limited to proofreading for spelling errors, the methods given are also useful for finding errors in grammar and punctuation. Again, it is a matter of reading slowly and with enough concentration to pick out your errors.

∴ Using the techniques given in this chapter, proofread the following paragraph for spelling errors, making any necessary corrections in the space directly above the misspelled word.

Newspaper and magazine readers should be aware of the various ways in which news is withheld from the public. A recent article on price fixing in the drug industry will serve as a good example. When high government officials were questioned, they asked the reporter not to reveal the circumstances surrounding the investigation. Representatives of the drug industry refused to answer the reporter's questions about their business practices, and paid newsmen supplied information that was far from accurate. Naturally, this lack of cooperation forced the reporter to write an incomplete analysis of the situation.

INSTRUCTIONAL
MATERIAL

PROOFREADING EXERCISE #1

Dear Madam:

During our Febuary store-wide sale--in affect for only one week, begining this Wednesday--we demonstrate again that your dollar buys more in top quality home furnishings at Butler Brothers' then any where else in town.

Heres just one example of the extrordinary bargains your money can buy; Imagine, a new television console made by a well-known manufacturer and selling for less than \$100! For similar values just check the enclosed pamphlet.

However only part of the tremendous values availible during this great occasion are described their. you will have hundreds of other miscelaneous items to chose from when you visit us. Kitchen, and bedroom furniture, rugs, casual pieces; these and many more items will be sold at greatly reduced prices. All are made in brand-new designs and styles to made your home more comfortable, luxurious, and cheerfull. What's more every one of the items is sold with our usual, money back guarantee.

How are we able to do all this. To months were spend in intensive planing for nest weeks sale. We pooled our purchasing power with that of leding furniture merchants in other sections or the country in order to obtain special low prices from our sources. These savings are being past on to you.

Remember, this store wide sale is for a limited time only; therefore, take our advise and shop while selections are still complete. Incidentally, we would like you to except a nice gift when we great you at our door some time next week.

Very truly yours,

DRILL 2

Name ☐ Score ☐
Date ☐

Proofread the following letter and indicate the necessary corrections for typographic, punctuation, or spelling errors. Then, type the corrected letter in blocked style with standard punctuation on the accompanying letterhead. Use the following information for the inside address and closing lines and to address the envelope that is illustrated on the reverse side of the letterhead.

To: Mrs. James Matkovic / 31 Lafayette Street / Wilmington, Maryland 53971
From: Daniel Benjamin / President

Dear Madam:

During our ~~February~~ ^{storewide} sale--in ~~effect~~ ^{beginning} for only one week, beginning this Wednesday--we demonstrate again that your dollar buys more in top-quality home furnishings at Butler Brothers' ~~than~~ ^{than} anywhere else in town.

Here's just one example of the ~~extraordinary~~ ^{extraordinary} bargains your money can buy: Imagine, a new television console made by a well-known manufacturer and selling for less than \$100! For similar values just check the enclosed pamphlet.

However, only part of the tremendous values ~~available~~ ^{available} during this great occasion are described ~~there~~ ^{there}; you will have hundreds of other ~~miscellaneous~~ ^{miscellaneous} items to choose from when you visit us. Kitchen and bedroom furniture, rugs, casual pieces--these and many more items will be sold at greatly reduced prices. All are made in brand-new designs and styles to ~~make~~ ^{make} your home more comfortable, luxurious, and ~~enjoyable~~ ^{enjoyable}. What's more, every one of the items is sold with our usual money-back guarantee.

How are we able to do all this? ~~Two~~ ^{Two} months were ~~spent~~ ^{spent} in intensive ~~planning~~ ^{planning} for next week's sale. We pooled our purchasing power with that of leading furniture merchants in other sections of the country in order to obtain special low prices from our sources. These savings are being ~~passed~~ ^{passed} on to you.

Remember, this storewide sale is for a limited time only; therefore, take our advice and shop while selections are still complete. ~~Incidentally~~ ^{Incidentally}, we would like you to ~~accept~~ ^{accept} a nice gift when we ~~meet~~ ^{meet} you at our door some time next week.

Very truly yours,
Daniel Benjamin

BUTLER BROTHERS
Wilmington, Maryland 53992

January 12, 19--

Mrs. James Matkovic
31 Lafayette Street
Wilmington, Maryland 53971

Dear Madam:

During our February storewide sale--in effect for only one week, beginning this Wednesday--we demonstrate again that your dollar buys more in top-quality home furnishings at Butler Brothers' than anywhere else in town.

Here's just one example of the extraordinary bargains your money can buy: Imagine, a new television console made by a well-known manufacturer and selling for less than \$100! For similar values just check the enclosed pamphlet.

However, only part of the tremendous values available during this great occasion are described there; you will have hundreds of other miscellaneous items to choose from when you visit us. Kitchen and bedroom furniture, rugs, casual pieces--these and many more items will be sold at greatly reduced prices. All are made in brand-new designs and styles to make your home more comfortable, luxurious, and cheerful. What's more, every one of the items is sold with our usual money-back guarantee.

How are we able to do all this? Two months were spent in intensive planning for next week's sale. We pooled our purchasing power with that of leading furniture merchants in other sections of the country in order to obtain special low prices from our sources. These savings are being passed on to you.

Remember, this storewide sale is for a limited time only; therefore, take our advice and shop while selections are still complete. Incidentally, we would like you to accept a nice gift when we meet you at our door sometime next week.

Very truly yours,

Daniel Benjamin
President

DB/urs
Enc.

INSTRUCTION
MATERIAL

INSTRUCTIONAL
MATERIAL

PROOFREADING EXERCISE #2

Dear Mr. Wilde:

Thank you very much for your order. It will go our to you by parcel post today. When you receive the merchandise I am sure youll be more than please with it in every respect. We always strive to give eztra value and to take great care in packaging.

As you know parcel post moves more slowly then first class mail. Letters alway go out first, parcels may take days more--especially when the mails are heavy. Just the same, its the best, most economical way to ship and zealous postal inspectors are every alert to prevent rifling. Safe arrival of your package Mr. Wild, is guaranteed.

We certainly appreciate you valuable business, but we really want to do more than just thank you; we want to get more business form you by offering you honest to goodness values. Won't you look over the bargains described in he enclosed brochure. They safe you considerably money. Yes, some prices have been cut 60 percent or more. All are in stock and are ready for delivery.

On the center sheet (page 12) of the brochure is a special offer that we are making exclusively to our customers but to no one else. Each month we make a sinilar offer of nationally advertised fully-guaranteed merchandise. Use the attach discount certificate to get your's.

To avoid disappointment make sure you rush you order to us befor 30 days have elapsed. This discount offer of the month may not be repeat again this year, therefore, please mail back your certificate NOW!

Yours very truly

Proofreading

DRILL 1

Name ☐ Score ☐
Date ☐

Proofread the following letter and indicate the necessary corrections for typographic, punctuation, or spelling errors. Then, type the corrected letter in blocked style with standard punctuation on the accompanying letterhead. Use the following information for the inside address and closing lines: and V, address the envelope that is illustrated on the reverse side of the letterhead.

To: Mr. Jefferson Wilde / 3100 Madison Street / Salt Lake City, Utah 84164
From: Bernard Huffman / Manager

Dear Mr. Wilde:

Thank you very much for your order. It will go out to you by parcel post today. When you receive the merchandise, I am sure you'll be more than pleased with it in every respect. We always strive to give extra value and to take great care in packaging.

As you know, parcel post moves more slowly than first-class mail. Letters always go out first; parcels may take days more--especially when the mails are heavy. Just the same, it's the best, most economical way to ship; and postal inspectors are ever alert to prevent rifling. Safe arrival of your package, Mr. Wilde, is guaranteed.

We certainly appreciate your valuable business, but we really want to do more than just thank you; we want to get more business from you by offering you honest-to-goodness values. Won't you look over the bargains described in the enclosed brochure. They ~~will~~ ^{will} save you considerable money. Yes, some prices have been cut 60 percent or more. All are in stock and are ready for delivery.

On the center sheet (page 12) of the brochure is a special offer that we are making exclusively to our customers but to no one else. Each month we make a similar offer of nationally advertised, fully guaranteed merchandise. Use the attached discount certificate to get yours.

To avoid disappointment, make sure you rush your order to us ~~before~~ ^{before} 30 days have elapsed. This discount offer of the month may not be repeated again this year; therefore, please mail back your certificate NOW!

Yours very truly,

ABC Leather Company
1287 Nedick Boulevard
Boston, New York 53981

February 18, 19--

Mr. Jefferson Wilde
3100 Madison Street
Salt Lake City, Utah 84164

Dear Mr. Wilde:

Thank you very much for your order. It will go out to you by parcel post today. When you receive the merchandise, I am sure you'll be more than pleased with it in every respect. We always strive to give extra value and to take great care in packaging.

As you know, parcel post moves more slowly than first-class mail. Letters always go out first; parcels may take days more--especially when the mails are heavy. Just the same, it's the best, most economical way to ship; and zealous postal inspectors are ever alert to prevent rifling. Safe arrival of your package, Mr. Wilde, is guaranteed.

We certainly appreciate your valuable business, but we really want to do more than just thank you; we want to get more business from you by offering you honest-to-goodness values. Won't you look over the bargains described in the enclosed brochure. They save you considerable money. Yes, some prices have been cut 60 percent or more. All are in stock and are ready for delivery.

On the center sheet (page 12) of the brochure is a special offer that we are making exclusively to our customers but to no one else. Each month we make a similar offer of nationally advertised, fully guaranteed merchandise. Use the attached discount certificate to get yours.

To avoid disappointment, make sure you rush your order to us before 30 days have elapsed. This discount offer of the month may not be repeated again this year; therefore, please mail back your certificate NOW!

Yours very truly,

Bernard Huffman
Manager

BF/urs

Encs. 2

INSTRUCTIONAL MATERIAL

287

PROOFREADING AND EDITING MARKS COMMONLY USED IN
BUSINESS

^	insert
(SLN)---	let it stand, leave these words in
✗-	delete
Cap. = uc	make it a capital letter (upper-case letter)
l.c.	make it a small letter (lower-case letter)
—	underline or underscore
tr NO	transpose: change place of words or paragraph
=	close up space
#	add space -- between letters, words, paragraphs
○ sp.	spell out
¶	start paragraph
no ¶	eliminate paragraphing; run in
┐	indent: move right
└	move left
	align: line up margins
②	use circled questionmark for questions that only the author can answer

PROOFREADING PROCESS: Sample Paragraph

Step 1: Before Proofreading

With a book, they can walk their imaginations nightly on a leash.
 Right now, bright gypsies in New York are reading science-fiction.
 They could, with some Guidance, be reading Mark Twain, Robert
 Louis Stevenson, Ernest Hemingway, or even George Eliot if
 their teachers gave them "Middlemarch" instead of "Silas Marner";
 but they need to read and do so, putting some distance between
 themselves and the quotidian, populating the space with people
 from one kind of literature to another.

Step 2: Manuscript After Proofreading

With a book, they can walk their imaginations nightly on a leash.
 Right now, bright gypsies in New York are reading science-fiction.
 They could, with some Guidance, be reading Mark Twain, Robert
 Louis Stevenson, Ernest Hemingway, or even George Eliot if
 their teachers gave them "Middlemarch" instead of "Silas Marner";
 but they need to read and do so, putting some distance between
 themselves and the quotidian, populating the space with people
 from one kind of literature to another. No H

Step 3: The Final Product

Right now, bright gypsies in New York are reading science-fiction.
 They could, with some guidance, be reading Mark Twain, Robert
 Louis Stevenson, Ernest Hemingway, or even George Eliot if their
 teachers gave them "Middlemarch" instead of "Silas Marner"; but
 they need to read and do so, putting some distance between them-
 selves and the quotidian, populating the space with people from one
 kind of literature or another. With a book, they can walk their
 imagination nightly on a leash.

1. Dissent. This letter is to register a dissent to your
 Censorship. group's position on censorship.
2. Censured. Has the Senate censured anybody since
 Senator Joseph McCarthy?
3. Deposition. His lawyers will soon be filing a deposition.
4. Disposition. Then we can make a final disposition of the
 case.
5. Descent. Every morning I make my descent down into
 the subway.
6. Decent. What this city needs most is more decent
 housing.
7. Financiers. The financiers get more profits from office
 buildings.
8. Unnecessary. It is unnecessary to remind me twice.
9. Underrates. My supervisor continuously underrates my
 Continuously. performance.
10. Ingenious. The company president thinks your idea is
 ingenious.
11. Facsimile. The Xerox machine gives you an instant
 facsimile of a page.
12. Per diem. People not on the payroll work on a per diem
 basis.

Task: Transcribe from oral dictation

Suggested skills and knowledge emphases:

Listening
Spelling
Vocabulary
Punctuation, capitalization
Composing correct, meaningful sentences

Suggested learning activities:

1. Spelling dictation exercises
2. Samples of transcription drafts students have done at work
3. Passages from shorthand textbooks or workbooks in use by any students concurrently studying shorthand
4. Dictation paragraphs (attached)

SPELLING DICTATION EXERCISE

for Tutoring Session

1. aerial. The TV purchased last week has aerial problems.
2. Indebted. We are all deeply indebted to you for your kindness.
3. Temperamental. She's a very temperamental person.
4. Temperature. He was flushed, so I took his temperature.
5. Efficient. It's a real art to be efficient at home and in the office.
6. Incidentally. Incidentally, I forgot to mention money.
7. Exercise. You'll find this exercise very beneficial.
Beneficial.
8. Psychology. He should learn some psychology to get along better with people.
9. Boundary. The building is on the boundary line of the property.
10. Background. Let me give you the background of this
Miniature. miniature toy poodle.
11. Proficient. He's not very proficient to be promoted to junior executive.
12. Deficient. He seems a bit deficient in the things that count.
13. Recognize. We recognize that fingers are similar to toes.
Similar.

**INSTRUCTIONAL
MATERIAL**

DICTATION PARAGRAPH

(Not to be distributed to students until
after the test)

A FORTUNATE SECRETARY

What an extraordinary experience Laura Jones had last Tuesday! She looked in a file labeled "miscellaneous" and found the very questionnaire her boss needed for his committee report. He was so grateful he recommended a salary increment for her. What a surprise it was for Laura to get a raise on Wednesday!

DICTATION PARAGRAPH

(Not to be distributed to students until
after the test)

Dear Mr. Smith:

Enclosed is the pamphlet I omitted ~~to~~ include in my correspondence of February 5, much to my embarrassment. I realize how disastrous it would be to make your presentation without this essential piece of material. I hope this additional mailing reaches you in time to eliminate any inconvenience.

Incidentally, our attorneys guarantee that there is nothing libelous in this publication. Everything in it is legitimate information.

I hope to pin you down to a definite date for lunch soon. Do check your calendar and let me know when you can fit me into your busy schedule.

**INSTRUCTIONAL
MATERIAL**

DICTATION PARAGRAPH

I was supposed to go to the stationery store and endeavor to purchase some envelopes. Unfortunately, the store had changed its location and there were no others nearby. I happened to look across the street. There I noticed a door with gilt letters saying, "Acme Paper Company, Wholesale Only." I entered, requested my envelopes and, to my astonishment, I succeeded in purchasing them.

SPELLING DICTATION EXERCISE

(Not to be distributed to students until
after the test)

I am going to dictate a short paragraph of a business letter to you. Check your spelling very carefully. After you've written the paragraph out, read it over and make sure it makes sense.

This is the fourth letter I have written to you within the past two months. At this point you have every right to wonder whether the hot weather has been too much for me and has affected my wits, for I know you did not receive any one of them! When I did not hear from you, I was led to suspect that the correspondence had been misdirected, since you had formerly been so prompt in answering inquiries.

SPELLING REVIEW EXERCISE on Plurals
of Nouns Ending in Y or O

TUTOR:

Let's see how well we remember the Language Arts lesson on spelling the plurals of nouns ending in Y or in O.

I will read a short paragraph twice. The first time, I'll read at a normal tempo, so that you will know what the paragraph is about. The second time, I'll read it more slowly, stopping at each of eight review words.

Number a blank sheet of paper from 1 to 8. You'll write in longhand each of the review words as I come to them the second time around.

PARAGRAPH:

Harry Truman and Harry Belafonte had many difficulties before they were finally appreciated. But both Harrys became heroes. Their energies -- one as president, the other as performer -- were tremendous. They seemed like super-people: regular dynamos. On their journeys from the East Coast all the way west of the Rockies, they became well-known and beloved in many types of American communities.

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